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ABSTRACT

The effectiveness of school-business partnerships has been difficult to assess. This report focuses on the linkages among the public sectors and educational institutions, and examines the measurement, evaluation, and impact of school-business partnerships. Twenty-four case studies of partnership programs are presented in which measurement and evaluation have been crucial for program success. A special "Results" section within each case study highlights the impact of the school-corporate partnership. An extensive appendix features the measurement and evaluation surveys used by the partnerships to assess the impact of their programs. (LMI)

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Partnerships in Education
journal

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Partnerships in Education: Measuring Their Success

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Edited by
Dr. Susan Otterbourg and
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Contents

Chapter		Page
	Preface	1
1	Setting the Context	3
2	Evaluation: Changing Purposes of PIE's	9
3	Case Studies	13
	Mentor	13
	Academy of Finance	17
	Project Advance	21
	Los Angeles U.S.D.	24
	Children's Literacy Program	28
	Generations Together	32
	Project Think/Write	35
	State of South Carolina	39
	Cray Academy/WEPI	43
	Triangle Coalition	47
	CBIA	50
	FAFTE	54
	Project Step	58
	Homework Power Hour	61
	Portland Investment	64
	Partnership in Education	68
	Project Seed	71
	St. Louis PIE	73
	BOOK IT!	77
	Choate Rosemary Hall	80
	Memphis City Schools	84
	Dade Partners	88
	Education For The Future	91
	Indiana Partners	95
4	Future Directions	99
	Appendix	104

Preface

by Dale Mann

American business has always paid taxes, part of which support schools. They pay salaries to people who are also parents and they employ school graduates. But, in the last decade, a whole new style of involvement, "school-business partnerships" have sprung up with some surprising effects. Historically, school improvement has been like the toy business. One season it is the hula hoop, then the pet rock — an endless parade that amuses but not much more. School-business partnerships turn out to have more staying power and more intensity than expected. Why?

Well, for one thing, business is scared. Consider the following.

— Of the 100 largest banks, 28 are Japanese, 22 West German, 11 are American.

— Seventy percent of American-made goods are subject to direct foreign competition.

Italian Orangina and French designer water jostle mighty *Coke* for shelf space. In Atlanta!

What do the following firms and products have in common?

- A & P
- Alka-Seltzer
- Baskin-Robbins
- Bloomingdales
- CBS Records
- Firestone
- Good Humour
- Holiday Inns
- Pepsodent
- Pillsbury
- Smith & Wesson
- Timex
- Tropicana

Every one of those "American standards" is now foreign owned.

Of course the U.S. is not yet a rust bucket. We have the world's largest economy, 15 million companies, 5.5 million scientists and engineers and more Nobel laureates than the rest of the world combined. But the question nagging at American business is, can that be sustained?

We got mauled by the four tigers of southeast Asia, what about 1992 Europe? Are there Perestroika Panthers around the corner?

Eighty-one percent of Americans agree that, "how well the U.S. educates its labor force to new skill levels will make a major difference in whether this country maintains a leading economic position in the world (*Building a Quality Workforce*, p 10). That happens through higher education, that happens through industry's own "second strike school system" (industrial training) but increasingly, business has discovered that they have a pipeline problem. College is too late to remediate, it is too expensive to provide basic skills to every fifth new hire. American business has to go up-stream, into the pipeline that produces flexible workers, creative managers, solvent consumers. And that means dealing with public schools.

This book is an event in the maturation of school-business partnerships. Early efforts were what Ted Kolderie has rightly called "feel good partnerships."

They were like helping your daughter with her homework — useful in the short run and popular with children, but... My own analysis has criticized partnerships for their unwillingness to engage the most serious aspects of classroom instruction. The more equity-based the need and the more curriculum-centered the topic, the weaker has been the business presence.

Is that changing and if so, how much? The two dozen cases assembled here can be used to address at least some of that question. Beyond that, the authors argue for more attention to outcomes and they sketch the evaluation tools that will be helpful in that. The essence of science is measurement and measurement begins with description. This compendium takes some important next steps in our understanding of school-business partnerships. It also raises perplexing issues.

One of the trends that is emerging is a shift from school-centered activities to "whole-child" strategies. Students are also people and get battered after school, year-round, in the community and in the family. Only about half the child budget of an average municipality is spent by schools. The other half is spent by the parks department, community mental health agencies, income maintenance bureaucracies, juvenile justice, and community-based organizations.

Right now the job of coordination is handed to the least prepared children whom we ping-ponged among those adult bureaucracies. Service orchestration is a better way but one that requires planning and political clout. Some businesses are beginning to lend themselves to that effort.

The bottom-line question among results-oriented people is, what difference have school-business partnerships made? The authors have assembled some evidence and put forward their own answers. Those who are still dissatisfied with the lack of hard evidence may wish to consider that American public elementary and secondary education now costs more than $200 billion a year and that entire enterprise operates without answering (generally without even asking) the "what works" question. A hundred-plus years into the great American experiment with public education, the states are only now trying to agree on a set of indicators to measure schools in their jurisdictions.

This is a timely and welcome book. *Partnerships in Education: Measuring Their Success* begins to answer some worthy questions. But how will those answers be received by the school's business partners? As evidence of public school resistance to reform? As evidence of comforting progress that breeds complacency? Or as a chance to accelerate what was once thought of as philanthropy but is in reality, investment?

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Chapter 1

The Partnerships In Education Movement And The Nation's Education Agenda

by Roberta Trachtman

Setting the Context

The nation's schools are poised for change. Pressures for school reform come from many constituencies, particularly the private sector, Federal and state governments, educators and local communities. While government and local communities have historically played critical education roles, the private sector has only recently re-entered the public school arena.

National Future Work Force Concerns Propel the Business Agenda

The private sector is no longer sanguine about the availability of qualified workers. Further, as they read the predictions for the next century, their concern grows. Demographers indicate that by the year 2000, 85 percent of new entrants to the work force will be members of minority groups and women (Hodgkinson, 1985). The good news is that the public schools are graduating more students than ever before (Orr, 1987). The bad news is that 14 to 25 percent of students entering high schools will not finish (Sherman, 1987).

Further, the dropout rates in America's largest cities and in some rural areas are three and four times the national average (*The Forgotten Half*, 1988). The costs of dropping out are high for the young, their families and for the society at large. In quantitative terms, it has been estimated that dropouts represent a $50 billion loss in forgone earnings (Pallas, et. al., 1989).

Those who take comfort in the high school graduation rate gains during the past century, have not carefully examined the very different levels and kinds of skills needed for the current workplace. Technological advances have moved us from the industrial to the information age, with vast changes in the skills needed by entry level workers. Recent research literature indicates that in addition to basic literacy, numeracy, and communications skills, today's workers need higher order competencies, including the ability to reason abstractly, to respond flexibly to change, and to work cooperatively (Berryman, 1987).

As a result of the skills mismatch, the nation's youth are often unable to take advantage of current job opportunities; as reported in *The New York Times*, "At a time when 59 percent of the net growth in employed New Yorkers came in managerial, professional and technical jobs, 36 percent of the high school class of 1986 dropped out before graduation (Chira, P.E5)." While many financial service jobs in the cities are currently being filled by creaming top candidates and employing suburban residents, an expected decline in the youth cohort and increased competition for employees will require American businesses to rely more on local residents to fill jobs created by turnover and expansion. As a result of current and future insufficiencies in the skill-base of entry-level workers, many members of the private sector are already reporting that the growth of the economy is in serious jeopardy (Kearns & Doyle, 1988). Further, if demographers are accurate, these insufficiencies will grow considerably, since over the next eight years most of the expected labor force growth will occur among the minority population, a group who historically have performed the least well in the public schools.

The grave social costs and the diminished quality of life associated with high dropout rates and poor education will not be confined to the dropouts and their families. Considerable research points to the strong relationships between violent crime, delinquency, high rates of unemployment, poverty, welfare dependency, family instability and low levels of educational and vocational skills (Brown, 1987).

Private Sector Responds

In the 80's, the private sector renewed its involvement in the public schools. Participation of the private sector in education made this renewed interest welcomed by some and a cause of concern to others. Some believed the private sector's aims were self-serving and tied to narrow self- interests. They worried that upon its re-entry, the business sector would seek to increase the sorting function of education (Spring, 1976). Given the enormous corporate sums being spent to train and retrain employees (Eurich, 1985), they feared the increased vocationalization of the schools by the private interests which chose to participate. In contrast, other analysts described these interactions as offering important sources of reward for under-recognized school staffs; as a vehicle for expanding the narrow curriculums of textbooks and classrooms, and, most significantly, as providing for a political alliance between businesses and schools (Levine and Trachtman, 1988; Mann, 1984).

Recent public/private sector interactions have most often been initiated by the public sector, generally as a result of the interest and resourcefulness of individuals. Most of the involvement continues to be at the programmatic level, with benefits accruing to the direct participants -- the teachers and students — rather than to the school or system as a whole. The value associated with these kinds of involvements are substantial; the limits, however, are equally clear. The enormous growth in these activities has been followed by the creation of a sizeable literature describing the ways in which schools and businesses are interacting (Levine & Trachtman, 1988). Generally, these interactions are focused on funding, on programs, or on policy-setting.

Funding (all of the Case Studies described in Chapter III involve some ffinancial support to schools)

Some of the traditional ways in which the business community directly provides schools with limited kinds of financial support include: paid work-study programs for students, teacher training at business locations, small grants to teachers for the creation and/or implementation of innovative programs, donations of scholarship monies for graduating high school seniors, the provision of equipment and materials, and the donation of small amounts to be used for the purchase of trophies, advertisements, and prizes. A more recent creation, the public education fund, attempts to better link schools and their communities by providing a vehicle for direct private-sector monetary donations. In addition, in some communities, private sector companies have financed education research to help formulate positions on policies relating to educational change and improvement.

Programmatic Participation (all of the Case Studies involve programmatic participation)

Programmatic interactions between the public and private sectors reflect shared responsibilities, trust, and cooperation. Included in this category are programs targeted at teacher training, at improving school management, at enriching instruction and curriculum, at addressing deficits in science and mathematics education, and at rewarding and recognizing schools, their students, and staff. Cooperative and vocational education activities and memberships on collaborative councils are examples of traditional programmatic involvements of the private sector in the public schools.

Adopt-a-school and partners-in-education programs reflect a range of programmatic interactions and are generally one-on-one relationships. This kind of collaboration seems to have captured the hearts of many partners, and has received the most attention in the media. These programs give the business community a firsthand look at what really goes on in public schools. They provide visibility for students who rarely reach the attention of the employing community. They enable the private sector to communicate important information to the schools about what students need to succeed in the workplace. These programs have brought school personnel into the workplace and business people into the schools, thereby increasing communication between otherwise isolated groups and broadening the knowledge base upon which both sectors operate (Levine & Trachtman, 1988).

Through partnerships in education programs, principals have had the opportunity to share management questions with private-sector managers, as well as to improve their schools by making maximum use of their corporate partners' resources of time, personnel, and funding. The business community is seen as a resource to the schools by providing material donations, work experience opportunities for students, and business expertise. Of significance is the way in which business involvement has brought the "real" world to both students and faculty members.

Policy Involvement (See Case Studies 2, 8, 9, 10, 11,15, 18, 23, 24)

The early years of corporate activity in education consisted largely of participation on local school boards, with representatives of local business acting in what were clearly policy-making roles. The withdrawal of business from participation on these local boards can be traced to the late 1960s and 1970s; serving on school boards meant dealing with politically volatile issues and often demanded enormous outlays of time and considerable personal commitment. Business generally did not want to play this role and hence withdrew (Timpane, 1982).

It was not until the early 1980's that there was a renewal of policy-level activity on the part of business. In some states, for example, California, Minnesota, South Carolina and Washington, the private sector is now participating at the legislative level and is recognized as a legitimate participant in the politics of education. Corporations in these states have invested considerable resources, including money and people, to learn about education, to support research, and to develop better relationships with the more historic educational players, such as teacher and administrator unions, university faculties, and parent groups. In many cities, private sector management assistance efforts have been directed at issues relating to school safety, nutrition, school building maintenance, and teacher recruitment. Further, and of great significance, is the fact that the private sector has taken its case to the state houses, and has successfully lobbied for some significant educational reform measures (Trachtman, 1988).

Lessons to Consider

A framework is suggested for better understanding the initiation, implementation, and outcomes associated with these business/education initiatives (Levine & Trachtman, 1988).

First, these interactions must be considered within their civic context. The history and tradition of public/private partnership varies from community to community. In some places, such as Minneapolis, the corporate community has played a strong, long-term leadership role in civic responsibility. Philanthropy and community responsibility are expected within the corporate sector. Problems seem to be manageable, and there is a history of different sectors working together on finding solutions. Where communities are smaller, leaders in each sector can and do get to know each other; thus a personal dimension is present and can be used as a lever for participation. Second, the local, state and/or national economy are often important incentives to involvement in collaboration between schools and business. In some areas of the country, the economy has been creating jobs at an impressive rate. Spurred by the need for employable high school graduates who are prepared with the skills and ability to learn new jobs in a high tech industry, business/education interactions have been initiated by citywide coalitions (for example, The Boston Compact, MA; The Portland Investment, OR); at the state level (for example, California, South Carolina and Minnesota); and by individual business partners (for example, Hewlett Packard, AutoZone and Security Pacific National Bank).

Third, the goal of the interaction varies. Some involvements are clearly aimed at supporting and enriching - but not changing - a generally good school system by ensuring that adequate resources are available. Some public education funds serve this function. Other interactions are directed at incremental change or improvement in the public schools by providing rewards and incentives for good teaching. Programmatic efforts that deal with enhancing curricula or employability of graduates also fall into this general grouping. Finally, some corporate involvement is aimed at system-wide change. As indicated previously, in some states, the business community has joined together to influence the policy structure of public education.

Fourth, the role of leadership is complex and paramount. Top management must be involved if business/education collaboration is to have any impact. Support from the top is necessary if the resources of both the corporation and the school are to be made available in any joint effort.

Fifth, corporate involvement changes attitudes and understandings among private sector volunteers. Business participants express greater understanding of the issues facing teachers and students, and fewer stereotypical expectations. Corporate people also report real personal growth and satisfaction. Similarly, teachers in a national study (Trachtman, 1985) indicate that they feel significant personal and professional satisfaction from the relationships established with their private sector partners. In addition, they experience reduced feelings of isolation and increased feelings of self-respect.

Sixth, organizations specifically created to link public and private sectors, or already existing coalitions of business, such as local chambers of commerce or business roundtables, are frequently used in the establishment of business/school relationships.

Seventh, for many reasons the rhetoric surrounding public/private sector interactions has focused on the roles of big business. Yet, the overwhelming majority of American business is "small business." According to some, the non-participation of the small business sector can generally be ascribed to: a lack of awareness as to need on the part of small business owners/managers; a lack of information about partnerships; the business' owners preoccupation with the everyday pressures of making a living; a lack of resources, most importantly staff or executive time to devote to these pursuits; preconceived ideas that involvement will entail large fund outlays and/or time drains; and a kind of indifference, emerging from mistaken beliefs concerning educators and where responsibility lies for improving the schools (Rennie, 1989). As the largest employer of high school graduates, however, the small business sector needs to be connected to the public schools.

New Directions

School/business partnerships are no longer news. It is time however, to move in new directions. The directions suggested below are consonant with the larger education reform agenda for the 90s. They reflect a broader strategy for engaging the public and private sectors in the improvement of American education. Interactions between business and education could successfully address demonstrated needs in such areas as:

a) **Child Care**. The child care needs of the country far outweigh current efforts to meet them. Educational and business institutions must begin to assess these needs and plan for the future. Public/private sector partners should direct attention toward the development of child care initiatives that make use of the resources and reflect the understandings gained through school/business interaction. Corporations have begun to address this need through their support for such programs as the Center for Parenting Studies at Wheelock College (Boston) where employees/parents learn about important research relevant to their children's development as well as the practical side of child care tax credits and day care selection. In addition to providing employees with released time to attend the seminars, participating corporations have provided the funding for the seminar instructors.

b) **The Teacher Shortage** currently faced by our nation's urban schools. This shortage of qualified teachers is accompanied by dire predictions for increased demand and diminished supply for the next century (Haggstrom, et al, 1988). An example of the private sector's response to this need is Polaroid's Project Bridge; through this program, Polaroid pays the education costs for up to ten employees each year who are interested in becoming mathematics or science teachers. Further, these employees continue to receive their full-base salaries while attending school.

c) **School Level Endowments, Funds, and Funding** Using the Boston Plan for Excellence model, adopt-a-school business partners could create targeted endowments for their school partners for such activities as small grants programs; fellowships for teachers; financial rewards for staff; and scholarships or other financial incentives for graduates. The exclusive focus of each targeted endowment would underscore the one-to-one relationship achieved through the adopt-a-school interaction. Other programs that set examples of how private funds can be used at the school level include:

1) a city-wide program in Chicago, created by the Whitman Corporation, in which a diverse committee of Chicago's education, community, and business leaders reward outstanding principals with $5000 each to spend on any school project of their choice.

2) in Lowndes County, Alabama, the GE Foundation's committment of $1 million to triple the number of County college-bound youngsters over the next five years. To accomplish this goal, the Foundation is providing funding for SAT courses, teacher enrichment programs, a Saturday student academy in mathematics and science, and student scholarships to Alabama colleges.

d) **Student Incentives.** In Detroit and Dallas, the Pepsi Challenge program is being tested initially in two high schools. The program enables students to earn a $500 credit for each year of high school successfully completed. The funds are to be used to defray some of the costs of attending accredited post-secondary education or training institutions. To qualify for the award, the student must maintain a "C" average, meet specified attendance requirements, and stay free of substance abuse problems. In addition, The Pepsi Challenge incorporates a formal support component: in each of the schools, fifty current faculty members will be selected as program mentors. They will receive $1000 grants each year to be used at their discretion, and an additional grant of $4000 will be provided to cover administrative costs for the local school.

e) **Early Intervention Programs.** In response to the current crisis in education, policy-makers have turned much of their attention toward improving the rates of student achievement and retention in the nation's high schools. Ironically, however, as high schools assume more and more of the educational budget nationwide, an ever-growing research literature reports that this approach is usually too little, too late (Schorr, *Within Our Reach: Breaking the Cycle of Disadvantage*, 1988).

Many legislators, policy-makers, members of the private sector, community residents, and public school parents are now joined with educators in calling for changing the ways in which we educate young children. Exemplary public/private sector interactions focused on young children include:

1) Corporate volunteers working successfully with younger students in the ten-year-old adopt-a-school program between ARCO and the Tenth Street Elementary School in Los Angeles. The teachers report that the ARCO volunteers are helping them to improve the teaching and learning in their classrooms as well as to decrease the teachers' personal isolation. Further, the parents at the Tenth Street School have also been paired with ARCO volunteers to improve the school community. At its inception, both partners assumed that ARCO's most important contribution would be funding; over the years, however, ARCO's personnel involvement in in- school activities has become the most highly valued aspect of the program (Levine & Leonard, 1988).

2) programs like PROJECT HELP, or the Hartford Early Learning Partnership. The Travelers Foundation committed $500,000 to finance HELP and to create an endowment for future early childhood education projects. The Foundation's decision to make this grant to the University of Hartford is an example of how schools, businesses, and the higher education community may be effectively joined together to address the needs of a community's kindergarteners who are underprepared to enter the first grade.

f) **Re-structuring the schools.** Last, in the past decade, many large private sector companies have revised their organization charts and restyled their decision-making processes. They have learned that investing in people is good business (Peters & Waterman, 1982). Giving people responsibility and demanding accountability has become accepted practice in the more successful businesses.

The current educational re-structuring debate focuses on the historic tension in schools between central administrators who are bureaucratically responsible for a school's "bottom line," and the principal and teachers at the local school who believe that they are most able to make the right decisions based on local need. The success of school- based management will depend on how well participants are able to strike the necessary balance; the recent experiences in the private sector can provide valuable lessons in both process and implementation. While it is clear that businesses and schools are not the same, we can surely benefit from the private sector's accumulated experience.

In Conclusion

Significant change for the nation's schools will require a focused outreach from schools to all external groups, including families, business, higher education, and other community constituencies. All of these groups have expertise, experience and resources to contribute to the public schools. To date, the success of the partnerships in education movement reflects the value of working across sectors to improve the public schools.

The 1980s has seen a resurgence of school-community connectedness. Many in the private sector now believe that they too share the responsibility for the condition of public schooling. Recent interactions reflect the interest and resourcefulness of individuals, with the benefits accruing to the direct participants. Effective business/education partnerships are strategically planned and goals are clearly identified. Building commitment within an organization — a school or business - requires involving people from all levels in the planning and decision-making process. Further, experience indicates that effective collaboratives are characterized by awareness, sensitivity, and an effort by the partners to know each other (Levine & Trachtman, 1988).

The research literature on school/business interactions is now huge; descriptive histories abound, coupled with informative "how-to" books illustrating specific practices and policies that support success (Otterbourg, 1986). Most school and business participants have focused their attention on process, rather than product. While this focus is critical at the beginning, the development of relevant outcome measures is key to continuation and replication. Clearly, improving and expanding these interactions through rigorous evaluation procedures is the next step.

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Chapter 2

Evaluation Of Partnerships In Education

by Susan D. Otterbourg

Changing Purposes of Partnerships

The discussion of the previous chapter establishes "interactions" or partnerships between the public and private sectors as potentially formidable tools for use in effecting school improvement. Within this contextual framework, awareness levels have been raised of the contributions of partnership.

Beyond awareness, the Partnerships in Education Movement has elicited a growing level of commitment from the private and public sectors that continues to flourish. With over 140,800 partnerships counted (USDOE, 1988), more and more human, financial and in-kind resources are being expended to support school, business and community agendas focused on school improvement and reform.

Earlier interest in partnerships as neighborly, community relations gestures and opportunities to provide "special" support to schools, students and staff, has shifted. Expectations for partnerships have been raised. Currently, these programs are increasingly seen as tools to assist communities to address more substantive issues, for example:

- How to recruit and retain a qualified workforce;
- How to expand the pool of educated consumers;
- How to support an improved quality of life within local, state and national communities;
- How to support districtwide administrative and instructional goals and objectives;
- How to improve student achievement;
- How to reduce student dropout rates;
- How to revitalize instruction;
- How to improve overall school district management;
- How to influence educational policy decisions at local, state and national levels.

Accountability

Times are changing. With partnership program growth, many communities now struggle with the problem of how to coordinate programs and resources to assure the greatest impact vis-a-vis school reform efforts. At the same time, requests by schools (Pre-K-12) for resources have mushroomed. Meanwhile, on a national level, resources for school reform efforts, whether the traditional ones from local, state and Federal government sources *or* from private sector partners, appear to be inconsistently available or shrinking. Some limited Federal discretionary funds have been released for collaborative, partnership and volunteer efforts involving schools. However, as demands for school reform have increased, these demands have surpassed available major public funding; education costs continue to rise; and public educators are faced with intense competition from other public sectors (law enforcement, fire prevention, drug prevention and rehabilitation, the homeless, etc.) for a fair share of local and state resources.

It is true that over the past three years the private sector has significantly increased its support to public education, Grades Pre-K through 12. However, the private sector is itself faced with increasingly limited resources due to factors such as rising labor and training costs; changes in governance structures (due to mergers and acquisitions); and fluctuating profits.

WHY EVALUATE?

Faced with the prospect of burgeoning partnership programs with accompanying increased demands for assistance and support, public and private providers must make critical decisions regarding the use, distribution and management of available resources. These providers require "bottom line" information upon which to base these decisions.

Increasingly, they are requesting data from partnership programs about:

-how resources have been or will be used by partners; and

-what impact these resources have had in relation to achieving partners' goals and objectives.

In order to obtain the level and kind of information required to make intelligent decisions, partnership leaders understand the need to evaluate their programs.

PARAMETERS TO PARTNERSHIP PROGRAM EVALUATION

Partnerships in education are supplemental, collaborative efforts that support, assist, provide technical assistance, and lobby and advocate for good schools. The level of resources they provide cannot (and most think should not) supplant basic school efforts and functions. So when we talk about acquiring information upon which to base decisions, we must remember that the non-traditional programs we are assessing are often ancillary rather than integral to the core life of a school. Therefore, there is little precedent and experience for determining the success of partnership structures, activities, procedures and strategies.

And, until recently, partnerships lacked appropriate measurement systems and instruments. It is difficult enough to evaluate the outcomes of a regular day-to-day reading program...and even then people argue over what test scores mean! It is much more difficult to assess the impact of these non-traditional programs that support, guide and prod school reform efforts when so many other variables appear to intrude upon and detract from determined results.

As "evaluation" and "accountability" are increasingly thrust upon educators involved in school reform efforts, these words and their associated activities have overt negative connotations. Pressures to complete yet another "evaluation" —and one assessing non-traditional programs that are supposed to be "fun," supplemental and "enrichment" —meet with a range of passive/aggressive behaviors from apathy to outright resistance.

Over the past five years, as formal partnership programs have mushroomed, program leaders concentrated their efforts on program planning and development, recruitment and recognition of partners, establishing program structures, and implementing program activities. In most cases, evaluation has not been requested. When they have been asked for evaluation, program leaders provided primarily quantitative assessaments, focused on documenting process, that is, "what happened" and "what was accomplished." Most of their reports tell us the number of hours volunteers served in schools, program monies spent, number of pieces of equipment loaned, kinds of activities and how these activities were planned, implemented and managed.

OVERVIEW OF CURRENT PARTNERSHIP PROGRAM EVALUATION

A. What Partners Want to Know

Questions are being raised about the cost-effectiveness of these programs due to:

- the documented growth in breadth and depth of partnership programs;

- the shift in expectations for what partnerships could/can do;

- intensified nationwide concerns regarding rising dropout rates and the preparedness for the year 2000 of our nation's youth; and

- increasing demands for accountability for resources expended by both private and public sectors.

Questions reflect the interests of a range of public and private self-interests including, the following: "Are the energies involved in developing and managing these programs worth our time? Is our money or are other resources given to these programs being distributed efficiently and effectively? Should we add or eliminate programs? Do existing programs need to be better coordinated or expanded? In what way and to what degree did partnership resources and activities contribute to improvement in learner achievement, behavior and/or attitude?"

As partners increasingly want to know both the quantity *and* quality of program impact on the targetted learners (whether they be students, parents, or educators), they are also asking more specific questions such as "Did attendance improve? Was substance abuse reduced? Did more students pass their courses? Did more students take more and more difficult courses? Did less students drop out? Were more teachers aware of current career opportunities for students and the accompanying skills necessary for their students to experience success in the world of work? Were businesses and the community-at-large more pleased with the graduates of their schools who entered the workforce and the community as young adults? Was less retraining necessary for recent graduates? Did graduates who went on to college or advanced training need less remediation?" Leaders of successful partnership programs have recognized that answers to these questions are based on both formative (ongoing) and summative (aggregate) evaluations. They look to evaluation as a program component to:

-assist them to efficiently plan, develop and manage their programs;

- help improve, refine and renew existing programs;

-encourage the extension and replication of exemplary programs, procedures, activities and strategies;

-more efficiently and effectively distribute and use available resources;

- recruit new partner participation; and

-celebrate and recognize partners' and programs' success.

B. Using Evaluation as a Basis for Decision Making

In conducting research for this book, a survey was sent to a range of partnership leaders from education, business, government and non-profit organzations to collect information about how they plan, implement and manage their programs' evaluation component. With this data, the editors developed case studies to assist readers in sifting through current "nuts and bolts" information to measure the success of partnerships in education programs.

These case studies present evaluation models, systems, procedures, strategies and instruments that are being used by leaders to make programmatic decisions about program improvement, maintenance and expansion. Readers can then make their own decisions about whether or not the evaluation process, strategies and tools used by a particular program are useful, applicable and/or adaptable to their own program(s). The Case Studies are organized as follows.

1. BASIC PROGRAM INFORMATION provides the reader with:

- program contact information;
- a capsule description of the program;
- the date on which the program was initiated;
-the program's scope (local, state, regional, national);
- areas served (rural, suburban, urban);
- number of program sites;
- program budget;
- kind of partners participating in the program;
-kind, number and special characteristics of the target groups (youth and adult);
-a list of program goals and objectives; and
- a program activity list.

2. DETERMINING OVERALL PROGRAM RESULTS provides the reader with information regarding:

-when, by whom and where the overall program has been or will be evaluated.

-the percent of the program's budget that is used for evaluation;

-who has final responsibility for the evaluation;

-problems encountered during the evaluation;

- to whom evaluation results are reported;

- evaluation reporting formats; and

- lists of program processes and outcomes measured through the evaluation of the program's activities.

Note that when data was not available, the editors removed that heading from the case study.

3. A CONTRIBUTION FROM THE PARTNERSHIP... is the final and most important section of each case study. This section provides a detailed description of the evaluation process, strategies and instruments used by the partnership program to measure the successful achievement of ONE of the program's goals/objectives. The value of the particular program's evaluation for purposes of decision-making is included in this discussion. The section provides the reader with a statement of the goal/objective that was measured and achieved. This statement is followed by a discussion of:

-the activities chosen by the program to achieve the objective;

-the process used to plan the evaluation (includes key persons involved, planning activities, assignment of responsibilities and evaluation tools that were developed);

-the organization of the evaluation; and

-how program leaders used evaluation strategies and instruments. Where appropriate, samples of some of the evaluation instruments that were used can be found in Appendix A.

-what programmatic decisions were made based on evaluation results.

In Chapter IV, the editors use information gathered, tallied and analyzed from the survey respondants to project possible future roles and use of evaluation to influence the direction of partnerships in education.

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Case 1

Mentor

Description

BASIC PROGRAM INFORMATION

1.Program Description: MENTOR is a law-related program sponsored by the Federal Bar Council, New York Alliance for the Public Schools and the New York City Public Schools. Initiated in New York City, MENTOR programs are now established nationally and internationally. Junior and senior high schools participating in the program are paired with general practice law firms or legal departments representing local government law, public interest and civil rights law, labor law, or corporate law.
2. MENTOR Initiated: 1982
3. Program Scope: national and international
4. Areas Served: rural, suburban, urban
5. Number of Sites: 300+
6. Program Budget: The program is self-funding. Cash disbursements by participating law firms/organizations probably average $2000 per organization annually. No attempt is made to estimate in-kind contributions.
7.Kind of Partners: junior high schools (15), senior high schools (300+), government organizations (25), business (300+ law firms), colleges/universities (10), labor organizations (5) and other professional organizations (20)
8. Target Groups:
a) over 9000 junior and senior high school students (ranges from "at risk" to gifted and talented group characteristics)
b) teachers of students involved have access to special staff development opportunities

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- prepare students for post-high school education, training and employment
- extend career awareness and specialized vocational/ job skills (careers in and related to the legal profession)
- reduce dropout
- improve behavior (citizenship, community responsibility)
- positively motivate students and staff
- enrich instruction/cultural environment
- improve school climate/environment
- improve school/community relationships
- provide human, material and financial resources
- redesign curriculum
- restructure/redesign school (law-related institutes)
- extend staff development
- guide students to recognize the impact of the law in their daily lives
- make students more aware of their rights and responsibilities as citizens
- increase students' knowledge and appreciation of the legal system of the United States

PROGRAM ACTIVITIES

- field trips/tours
- special assembly/event
- clubs
- executive-on-loan
- staff development
- workshops/conferences
- resource banks
- resource centers
- speakers bureau
- speakers
- use of company labs/facilities/equipment
- printing/preparation
- new and used equipment donated
- direct financial support
- materials donated
- skills training classes
- summer youth employment
- work-study experiences
- paid and unpaid student internships
- "shadowing" by students
- career exploration
- technical training on and off school site
- student apprenticeships
- demonstrations/lectures
- curriculum development
- adopt-a-school
- development of partnerships
- tutoring
- mentors
- assistance (classroom/office/library/lunchroom, etc.)
- serving on education committees/task forces
- sponsoring special awards/scholarships/incentives/contests (recognition)
- direct financial support
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:

a) 1983, 1984-85

b) by educators and independent evaluator

c) centrally and at school sites

d) of pilot program and first year of expanded program

2. Percent of Program's Budget Used for Evaluation: none (Evaluation expenses for the New York City program were assumed entirely by the NYC Board of Education. In the future, as the MENTOR national program expands, an increment will be included in the budget for evaluation).

3. Responsibility for Evaluation:

a) Thomas W. Evans, Founder, MENTOR Program

b) Evaluation Manager, High School Evaluation Unit, Office of Educational Assessment, New York City Public Schools

4. Problems Encountered During Evaluation: information is not available

5. Results Reported to:

a) Board of Education

b) Chancellor, New York City Public Schools

c) Partnership Advisory Council

d) Partner Organizations

e) Media

f) Parents

g) Community-at-large

6. Reporting Formats:

a) MENTOR Handbook

b) annual MENTOR Reviews

7. Program Processes and Outcomes Measured through MENTOR activities:

PROGRAM PROCESSES MEASURED:

- number, kind, place and frequency of activities

- number, age and status of youth receiving services

- number and kind of resources provided

-ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)

PROGRAM OUTCOMES MEASURED:

...for students and educators:

-expansion of students' career awareness related to careers in and related to the legal profession

- students' ability to apply school learning to real life situations

-students' recognition of the impact of the law in their daily lives

-students' awareness of their rights and responsibilities as citizens

-the increase in student knowledge and appreciation of the legal system of the United States

- preparation of students for post-high school education, training and employment

-the impact that increased/decreased human, material and financial resources had on student achievement, behavior and attitude

- the degree to which:

a) student grade averages improved

b) student achievement improved

c) student dropout rates decreased

d) student behavior improved (as demonstrated through citizenship, community responsibility activities)

e) students and staff were positively motivated

f) instruction and cultural environment were enriched

g) the school's climate and environment were improved

h) school community/relationships improved

i) the curriculum was redesigned

j) the school was restructured/redesigned

k) staff development was extended

A CONTRIBUTION FROM MENTOR: Measuring Partnership Success in Guiding Students to Recognize the Impact of the Law in their Daily Lives and Increase their Knowledge and Appreciation of the Legal System of the United States

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

MENTOR partnership activities for junior high and senior high school students and their teachers, consist of a series of one-day sessions that are related integrally to the law profession. Professionals, administrators and staff from law firms and other law-related organizations participate with students and their teachers in field trips and tours, demonstrations and lectures, use of company labs, facilities and equipment, and career exploration opportunities. In addition, professionals and their staffs provide mentoring as well as consultation services. Some of the law-related activities include:

- orientation sessions to introduce the MENTOR program and various aspects of the legal profession;
- visits to sponsoring law firms/organizations to meet the various attorneys and support staff (including legal librarians, computer operators, para-legals, and legal secretaries), to gain an overview of the organization.
- briefings before visits to the courts
- accompanying attorneys to a Federal courtroom to observe a civil trial and to a state court criminal proceeding
- luncheons, debriefings and discussions back at the sponsoring law firm/organization following visits to the courts
- mock-trials and legal research activities events
- related curriculum and staff development opportunities for teachers
- development of teacher manuals containing sample cases, suggested resources and work sheets.

PLANNING FOR EVALUATION

The Office of Educational Assessment (OEA), New York City Board of Education, planned and implemented the evaluation of both the pilot program (1982) and the program's full extension (1983-1984). The Office planned to collect information from program participants: students, school administrators, teachers, and law firm/organization representatives. The Office used an approximately 25% representative sample of participants from the school-law firm pairs involved.

ORGANIZATION OF EVALUATION

The Office of Educational Assessment assumed responsibility and costs for the research and preparation of the two separate reports. The Office developed the reports and facilitated research activities while pre and post testing was completed by participants during the program. The focus of the first report was to study the pilot program before extension. The second report reviewed the program again and assessed whether recommended changes (from 1982-1983) for program modification had been implemented, and, if so, the degree to which these changes helped to achieve program objectives.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The Office of Educational Assessment developed specific procedures to collect data to use as the basis for recommendations for program improvement and extension.

Instruments, designed by the Office, enabled evaluators to analyze observational data; program documents and materials; and structured interview and attitudinal questionnaire responses. For example, surveys measured 1) attitudes of all participants (students, law firm members, school teachers and administrators) toward components of the MENTOR Program and 2) students' perceptions about what they had learned from participation in MENTOR activities. In addition, evaluators prepared specific questionnaires to collect information about, for example:

- teachers' background knowledge of the law
- teachers' perception of the usefulness of newly- introduced teacher guides
- the degree of teacher use of these guides
- teachers' perceptions of their ability to teach the law-related topics

-the usefulness of the training sessions for teachers (this assessment was done through a pre/post designed instrument).

(NOTE: copies of evaluation instruments are unavailable)

DECISION-MAKING BASED ON EVALUATION RESULTS

Recommendations based on evaluations resulted in helpful changes. Certain activities (the Model City Council and Family Court events) were eliminated. The program was extended from one semester to two semesters per year and a curriculum guide was prepared. Program components that continue to be refined based on these assessments include:

-support to more flexible scheduling of MENTOR activities

-facilitation of program preparation for the year through earlier "pairing" of schools and law firms/ organizations

-expansion of teacher-training workshops to include more exchanges among the teachers themselves

-consideration of training workshops for attorneys

-ongoing revision of the MENTOR manual based on teacher recommendations

MENTOR has grown from a pilot program to one which now facilitates law-related educational experiences nationally for over 9000 students. Availability of assessment data continues to facilitate the use of evaluation for purposes of:

- long and short-term planning
- program refinement
-program expansion nationally and internationally
- activity elimination
-re-targeting youth participant groups (broader involvement beyond the above-average student headed toward college)
-eliciting new resources
- recognition and celebration of success
-restructuring/redesign of school structures and behaviors (extension of law-related institute concept)
- strengthening school/community relations
-eliciting advocacy support for schools and school districts
- institutionalization and replication of MENTOR

Case 2

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Academy Of Finance, National Academy Foundation

Description

BASIC PROGRAM INFORMATION

1. Program Description: The National Academy Foundation is a partnership among business, education, government and labor that provides leadership and resources to improve the education and career preparation of youth. Academy programs are housed in high schools as a two-year interdisciplinary program for juniors and seniors. Academies focus on the development of qualified entry-level personnel in rapidly expanding fields of financial services (over six year old program), travel and tourism (newly developed program) and other specialized industries (to be developed). This case study will focus on the Foundation's Academy of Finance Program.
2. National Academy Foundation Initiated: 1982
3. Program Scope: national
4. Areas Served: suburban, urban (rural to be developed)
5. Number of Sites: 40 schools in 18 cities
6. Program Budget: $500,000 annually
7. Kind of Partners: high schools and community colleges, government agencies, community agencies, business, non-profit associations, colleges and universities, vocational training agencies, foundations, civic organizations/service clubs, cultural organizations, professional organizations, public service agencies
8. Target groups:

a) 2000 high school students and 100 other youth (includes limited English speaking)
b) teachers, school administrators, parents

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- redesign curriculum
- encourage parental involvement/training
- develop, sponsor, or support model schools and programs
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- provide human, material, financial resources
- elicit new and additional funding and other resources
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- retrieve dropouts
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- special assembly/event
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment - management training
- workshops/conferences
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- printing/preparation
- consultation services
- speakers bureau
- direct financial support
- materials donated and underwritten
- transportation
- technical training on and off school site
- summer youth employment
- retraining
- work-study experiences
- career exploration
- skills training classes
- on-the-job training
- paid and unpaid student internships
- "shadowing" by students and teachers
- "team" teaching
- school advocacy
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships

- counseling - mentors
- school advocacy
- serving on education committees/task forces
- parent involvement
- sponsoring special awards, scholarships, incentives, contests (recognition)
- teacher recognition

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in-house" and by an independent evaluator
d) from the central office
e) annually
2.Responsibility for Evaluation: Phyllis Frankfort, Executive Director
3. Problems Encountered During Evaluation:
a) lack of precedent/experience for local program evaluation by schools (became evident during site visits)
b) resistance to evaluation
c) lack of appropriate systems and instruments
d) lack of money
4. Results Reported to:
a) Boards of Education
b) partnership Advisory Council
5. Reporting Formats:
a) reports
b) brochures
c) press releases
d) letters to all participants
e) graphs and charts
6. Program Processes and Outcomes Measured through National Academy Foundation Activities:

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)
- number of program components completed
- alumni data

PROGRAM OUTCOMES MEASURED

- increased scholarships gained by students
- feedback from direct line supervisors
- improved school attendance
- reduced vandalism and deviant behaviors
- increased participation in post-high school academic and vocational programs
- increased attendance at voluntary programs aimed at wellness, safety and career awareness
- improved staff morale

CONTRIBUTION FROM THE NATIONAL ACADEMY FOUNDATION PROGRAM: Measuring Partnership Success in:

-increasing students' knowledge and appreciation of basic financial concepts

-increasing students' understanding of the interrelationship between the economic system and the world of finance

- making students aware of career opportunities

- providing students with the skills necessary to work in the financial services industry

-providing on-the-job training to help students apply and extend what they have learned in class

- increasing student self-esteem and level of responsibility

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

The National Academy Foundation assists school systems to establish career development programs; encourages local businesses to support this effort through the allocation of financial, human and in-kind resources; raises funds to develop and expand educational materials and services, technical assistance and scholarships; and provides professional development for educators who manage or teach in the Foundation's programs. Academy of Finance activities for students introduce finance and economics as an academic discipline on the secondary school level; provide motivation for students to stay in school and pursue higher education; and provide awareness, access and education to the financial services industries. Activities in the Academy include:

- orientation workshops for incoming juniors

- required and elective courses including financial accounting, security operations, credit, banking, insurance, economics, financial planning, and a one-semester, three-credit course in Finance at a local college.

- special events (graduation ceremony)

- awards (scholarships, grants, medals)

-employment opportunities (part-time during school and full-time for graduates)

- alumni association activities

-Annual Conference on economics and careers

- guest speakers

- workshops (on interview skills, presentation skills, etc.)

- seminars (on-site and at Standard Poor's Corporation)

- an exchange program

- internship activities (a pre-internship interview, orientations, site supervision and written evaluation for every intern)

- counseling

- corporate etiquette program activities

Academy of Finance activities for teachers include: staff development seminars and workshops; a week-long summer training program; demonstration lessons on request; and teacher recognition activities.

Academy of Finance activities for schools include:

- access to finance curriculum and related materials (including the Stock Market Game)

- award ceremonies

- public relations materials for corporate sponsors, parents and community groups

- recruitment assembly programs

- Academy staff participation in parent and school staff meetings

- model administrative package for use by school staff

- annual evaluation of program effectiveness for each school plus annual Progress Report

- participation in national network activities

- an orientation day program for guidance counselors

PLANNING FOR EVALUATION

An annual evaluation of program effectiveness is planned for each school that participates in the program. Central Academy staff consult with the principal and staff of the school. Instruments were designed to collect information from individual schools and from staff and students who participate in a range of Academy activities such as institutes and conferences. Plans include a review of strengths and weaknesses of each activity and the development of strategies for the following school year.

ORGANIZATION OF EVALUATION

The Academies of Finance are developed as "stand-alone" programs. Therefore, each Academy has its own local manager, advisory board, faculty and business focus. Each Academy is customized to meet the school and community profile and, at the same time, each Academy is a member of the National Academy network under the umbrella of the Foundation.

Technical assistance and quality control are provided by the National Academy Foundation under the direction of its Executive Director. The implementation of evaluation procedures, strategies and instruments directly relates to Academy components:

-approval by local superintendents of schools and boards of education

-commitment of local school districts to the program through housing of the program, sharing of financial responsibility, use of the two-year curriculum, implementation of teacher training and summer internships, enlisting local support, establishing a business advisory board, etc.

- program activities at each Academy

- teacher training

- follow-up of Academy alumni.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The Academy of Finance uses assessment to monitor site-based Academy programs and to determine the effectiveness and efficiency of program procedures and strategies to meet program objectives for students and staff. Evaluation instruments used include interviews, observations, surveys, teacher judgement, student records of courses passed, meeting minutes, student internship reports, memos and data collection reporting forms.

Through a review of applications and enrollment records, program growth is measured within each Academy, within local school districts and throughout the United States. Other instruments are used to determine the success of Academy programs at individual sites or across a local district; adequacy of resources to support identified activities; effectiveness of activity formats, procedures and strategies; substantiveness of activities; usefulness of staff training; success of program graduates, etc. (Note that a sample of an Activities Evaluation Sheet used in staff development institutes can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

The National Academy Foundation seeks to maintain the high quality of its Academy of Finance Program and, at the same time, encourage program expansion to meet national demand. This is a difficult and sensitive balance to maintain and one which requires close monitoring and evaluation. Consistent availability of assessment data continues to facilitate the use of evaluation for purposes of:

- short and long-term planning
- documenting long-term effects of program on participants
- program refinement
- program expansion
- activity elimination
- determining cost/effectiveness
- reallocation of resources
- eliciting new resources
- redesigning curriculum
- review and redesign of classroom management of instruction
- recognition and celebration of success
- strengthening school/community relations
- eliciting advocacy support for school and school district
- institutionalization and replication of the Academy of Finance program
- developing staff development procedures and strategies to extend teacher involvement
- developing additional evaluation procedures and strategies including: the use of control groups during evaluation; the need to collect and evaluate financial data; and the need to develop a computer database system for purposes of more efficient program monitoring and evaluation.

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Case 3

Syracuse University Project Advance (SUPA)

Description

BASIC PROGRAM INFORMATION

1. Program Description: Project Advance is a partnership program between Syracuse University and high schools. High school seniors take regular Syracuse University courses at their own schools at low cost. The University also provides inservice training for high school instructors and a continuing forum for communication between educators from both high school and university settings. The program includes an extensive, ongoing research and evaluation component.
2. SUPA Initiated: 1973
3. Program Scope: regional, five states in the Northeast
4. Areas Served: rural, suburban and urban
5. Number of Sites: 100
6. Kind of Partners: high schools and Syracuse University
7. Target Groups:

a) 4000 high school students (5% "at risk"; 90% gifted and talented; 5% limited English speaking)
b) 450 teachers

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- prepare students for post-high school education, training and employment
- extend career awareness and specialized vocational and job skills
- assist in retraining (for educators and partners)
- positively motivate students and staff
- improve school climate and environment
- improve school and community relationships
- provide human, material and financial resources
- extend staff development
- enrich instruction and the cultural environment
- conduct research and evaluation on instructional effectiveness
- promote a dialogue and regular interaction between school and university faculty

PROGRAM ACTIVITIES

- field trips/tours
- staff development
- summer teacher employment
- workshops/conferences
- clearinghouse/brokering
- resource centers
- used equipment donated
- preparation and printing
- consultation services
- technology programs
- technical training off school site
- retraining
- skills training classes
- college courses
- "team" teaching
- curriculum development
- research studies
- writing proposals/developing grants
- serving on education committees/task forces
- sponsoring special awards, scholarships, incentives and contests (recognition)

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since initiation of Project Advance
b) by educators ("in-house" and independent evaluators)
c) centrally and at school sites
d) several times each year
2. Percent of Program's Budget used for Evaluation: 10%
3. Responsibility for Evaluation:
a) Associate Director for Research and Evaluation
b) Executive Director, Project Advance
4. Problems Encountered during Evaluation:
a) lack of precedence/experience
5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) Partner Organizations (high schools/Syracuse U.)
d) Parents
e) Communities at Large
6. Reporting Formats:
a) seminars
b) published articles
c) research reports
d) workshops
e) brochures
f) custom-designed printouts
g) video
7. Program Processes and Outcomes Measured through Project Advance Activities:

PROGRAM PROCESSES MEASURED:

- number, kind, place and frequency of activities
- number, age and status of youth receiving services
- number and status of adults receiving services
- kind and number of methods of instruction

PROGRAM OUTCOMES MEASURED:

—for high school students:

- high school students' academic performance in Syracuse University courses that are integrated into the high school curriculum compared with the performance of University freshmen enrolled in the same courses on the University's campus
- how well students grasped the basic content of the courses
- degree of improvement in written and oral language skills
- degree of improvement of technological skills
- comparison of SUPA students' performance on national tests to national norms
- students' attitudes toward the various course content areas
- students' perspectives of the classroom environment, the appropriateness of the instructional materials, instructors' teaching effectiveness and the relevancy of course objectives, etc.
- changes in students' attitudes toward their studies
- students' choice to take more advanced courses
- participation in post-high school academic and vocational programs
- the acceptance rates of other colleges and universities of Syracuse University credits earned through Project Advance
- the degree of performance in Project Advance as a predictor of success during students' freshman year at college
- "what happened" to former Syracuse University Project Advance students one to four years after their experience in this partnership program

—for educators:

- the degree to which
a) teachers experienced greater professional satisfaction
b) teachers learned new theories and methods of teaching
c) close collaborative and collegial relationships were developed among school and college faculties

A CONTRIBUTION FROM PROJECT ADVANCE: Measuring Partnership Success in Preparing Students for Post-secondary Education

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Project Advance partnership activities target both high school students and faculty. The program integrates a wide range of freshman level college courses into the senior year high school curriculum. Cost for each student is $45 per credit. These courses have been systematically designed and validated and include instructional materials, diagnostic testing instruments, instructor manuals and complementary computer software. Systems and procedures are being used to train and support the high school faculty and to regularly monitor student achievement.

PLANNING FOR EVALUATION

The Associate Director for Research and Evaluation helps identify and clarify the information needs of school boards, administrators, faculty, students, parents and Syracuse University officials. All of these groups have had an opportunity to shape the evaluation agenda. This close collaboration of high schools and Syracuse University is essential to the successful development of an effective research and evaluation design and reporting process.

ORGANIZATION OF THE EVALUATION PROCESS

High school faculty advisory groups and the Project's evaluation staff regularly met together (sometimes in "retreats") to organize the evaluation process for their research studies. They informally reviewed anecdotal Project information, formally collected data and held discussions before determining the evaluation process and instruments to be used. Instruments were developed, reviewed and critiqued by all participant groups, revised and then piloted to determine statistical reliability. Instruments were prepared, distributed, collected and results analyzed and reported. NOTE that care was taken 1) to prepare sufficient instruments for follow-up mailings and 2) to include postage-paid return envelopes with each instrument.

USING EVALUATION STRATEGIES AND INSTRUMENTS

A wide range of data collection instruments and strategies have been used, adopted, refined and modified over the years. Strategies used include:

- on-site review of students' work
- on-site conversations with classes and individual students
- private conferences with faculty regarding student progress (changes in achievement, attitudes and behaviors)
- faculty seminars
- comparability studies in such areas as on versus off campus instruction
- follow-up impact studies to examine students' success as they move to full-time college study
- review of records of student achievement in SUPA courses
- review of student post-secondary work/study choices

Evaluation instruments that were used include interviews, observations, coded surveys (with open-ended and close-ended questions and space for comments), tests, teacher judgement, student records (grades and courses passed), adult records (attendance and professional participation) and a computer management system. (NOTE: See Teacher Impact Study Survey and Follow-up Post Secondary Student Questionnaire in Appendix A. Copies of other instruments are available upon request.)

DECISION MAKING BASED ON EVALUATION RESULTS

The implementation of evaluation strategies and instruments enables Project Advance administrators to modify methods and courses of instruction, faculty seminars and workshops and other services to meet changing needs. Then these leaders can make informed management decisions related to program improvement and expansion. During the 17 year history of Project Advance, the program of research and evaluation has continually shaped the Project's services, courses, instruction and administrative structure. Consistent availability of this information facilitates:

- short and long-term planning
- documentation of long term effects of Project Advance on its participants
- program refinement regarding course curriculum, faculty seminars and workshops, and the Project's other services
- program expansion
- review and redesign of delivery of instruction
- review and redesign of classroom management of instruction
- recognition and celebration of success
- institutionalization and replication of Project Advance

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Case 4

Partnership Program, Los Angeles Unified School District

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Partnership Program of the Los Angeles Unified School District (LAUSD) guides, monitors, supports and facilitates all forms of partnerships 1) between individual schools and private/public sector organizations and 2) across city regions or the entire school district. Partnership program formats include: adopt-a-school, Applied Economics, Business Issues in the Classroom, Focus on Youth, Invent America, Law Day, Los Angeles Beautiful, Math, Engineering, Science Achievement (MESA), Project Business, small grants for teachers, Young Astronauts, Youth Motivation Task Force (YMTF) and Regional Occupational Program (ROP). The evaluation of the Skills Training Educational Program (STEP), a ROP partnership between Security Pacific National Bank and 16 of the City's high schools, is highlighted in Case Study Thirteen.
2. LAUSD Partnership Program Initiated: 1978
3. Program Scope: local and regional
4. Area Served: urban
5. Number of Sites: 800
6. Program Budget: $200,000
7. Kind of Partners: elementary, middle, junior and senior high schools; government agencies; parent organizations; community agencies; business; non- profit associations; colleges/universities; vocational training agencies; foundations; armed services; health care agencies; media/communications; business/ trade associations; civic organizations/service clubs; cultural organizations; professional organizations; public service agencies
8. Target Group:

a) Students: 10,000 preschool; 320,000 elementary school; 117,000 middle/junior high school; 119,000 high school; 30,000 alternative school; 4000 special education (62% on free/reduced price meal program; 5% gifted and talented; 27% limited English speaking)

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop preschool and early learning programs
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- elicit new and additional funding and other resources
- establish school district/research foundations/funds
- prevent substance abuse
- promote improved health/fitness
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- retrieve dropouts
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- fairs
- special assembly/event
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment - management training
- workshops/conferences
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services

- resource banks
- speakers bureau
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- transportation
- technology programs
- technical training on and off school site
- summer youth employment
- retraining
- work-study experiences
- career exploration
- skills training classes
- on-the-job training
- paid and unpaid student internships
- "shadowing" by students and teachers
- career fairs
- student apprenticeships
- "team" teaching
- language instruction (ESL, foreign)
- school advocacy
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships
- minigrants
- research studies
- fellowships
- maxigrants
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/ office/ library/ lunchroom etc.)
- school advocacy
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators "in-house" and other partners
c) centrally and at field sites
d) annually
2. Responsibility for Evaluation:
a) Wayne Carlson, Director of Partnership Program
3. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) resistance to evaluation
c) lack of money
d) apathy
4. Results Reported to:
a) Board of Education
b) Superintendent of Schools
c) partnership Advisory Council
d) partner organizations
5. Reporting Formats:
a) reports
b) newsletter
6. Program Processes and Outcomes Measured through LAUSD Partnership Program Activities

PROGRAM PROCESSES MEASURED:

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED

- improved school attendance
- reduced tardiness
- reduced class cutting
- reduced vandalism and deviant behaviors
- increased participation in school and community (student government, extracurricular activities, community projects)
- increased choice of more advanced courses
- increased participation in post-high school academic and vocational programs
- reduced use of alcohol, tobacco and drugs
- improved nutritional habits
- improved safety habits
- increased attendance at voluntary programs aimed at wellness, safety and career awareness
- improved staff morale
- improved school climate

Note:Achievement outcomes are scheduled to be measured in the future.

A CONTRIBUTION FROM THE PARTNERSHIP PROGRAM, LOS ANGELES UNIFIED SCHOOL DISTRICT: Measuring Partnership Success in Enriching the Los Angeles School District's Instructional Environment

ACTIVITIES CHOSEN TO ACHIEVE OBJECTIVE

The central Partnership Program Office works closely with the School District's Region and Division Administrators to encourage and facilitate the use of all the partnership activities listed in Box One of this case study. These administrators work directly with non-school partners and school site/division/department leaders of partnership programs to choose activities that best meet the instructional enrichment needs of students.

PLANNING FOR EVALUATION

Since the inception of the LAUSD Partnership Program, activities between partners have been monitored (using survey forms) to determine the kind and level of program processes. A grant received in 1989 from The ARCO Foundation is being used to support the development of 1) a master database of all partnership programs within the LAUSD and 2) a process by which the School District can assess program outcomes. The database and process are being developed by Delman Educational Communications, NJ (Susan D. Otterbourg, Ed.D.).

ORGANIZATION OF EVALUATION

The LAUSD's Partnership Program is decentralized across 800 program sites. Program assessment is organized as follows:

a) assessment survey forms are sent to administrators responsible for partnership program facilitation in the 12 Regions and Divisions;

b) each administrator attaches a cover letter and sends the forms to each of their principals;

c) the principals or their designees complete the forms based on information collected through interviews, observation, surveys, teacher judgement and student records;

d) the principals return the forms to the Region administrator for review;

e) the administrators compile a summary which is sent to the Director of the Partnership Program; and

e) results are compiled for an Annual Report.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The evaluation survey forms, developed by the Partnership Program, have been revised annually to ensure that the Program's central office provides maximum assistance to partners in areas such as development of new activities, program refinement and expansion, recognition of exemplary programs and activities, and recruitment of new partners. Selective interviewing is also done for purposes of assessment.

It is expected that the addition of a database will efficiently and effectively further support program planning, management and monitoring. Of particular interest is the anticipated use of the system to assess program outcomes related to changes in student achievement, behavior and attitudes. (NOTE: Copy of survey used to gather basic program data for the database can be found in Appendix.)

DECISION MAKING BASED ON EVALUATION RESULTS

The Year-End Summary and Planning Sheet (for the next year) sent to schools has provided the Partnership Program Office with information including:

- past accomplishments and future plans related to the purposes and kinds of partnership activities;
- the perceived effectiveness of relationships and communication/articulation between schools and their partners;
- meetings planned for the coming school year; and
- assistance requested in partnership planning, development and management. In Summer 1989, a Survey Instrument was piloted to collect basic information for the LAUSD's Partnership Program database. The survey will be refined and then distributed districtwide during the 1989-90 school year and results analyzed and entered.

During this same period, the second and third phases of database system development, focused on assessment of both process and outcomes, will be developed, piloted, programmed and completed.

The LAUSD Partnership Program will use its system to collect, analyze and use information for purposes of:

- short and long-term planning
- documenting long-term effects of program on participants
- program refinement
- program expansion
- activity elimination
- determining cost/effectiveness
- retargeting youth and adult participant groups
- reallocation of resources
- eliciting new resources
- redesigning curriculum
- reassignment of volunteers
- review and redesign of classroom management of instruction
- recognition and celebration of success
- restructuring/redesign of school structures and behaviors
- strengthening school/community relations
- eliciting advocacy support for school and school district
- institutionalization and replication of LAUSD partnership programs.

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Case 5

Children's Caravan Literacy Program, The Travelers

Description

BASIC PROGRAM INFORMATION

1. Program Description: Through its Youth Education Program, The Travelers sponsors and supports a range of educational programs designed to support school improvement efforts primarily in the City of Hartford. The Company is also involved in some partnership initiatives at the state and national levels. In Hartford, The Travelers' partnerships with education include:

a) support to reading and communications arts through the School Volunteer Program of the Hartford Public Schools;
b) Project HELP, a partnership in early childhood education with the Hartford Public Schools and the University of Hartford;
c) The Bridge Program, a dropout prevention program for seventh grade students through Hartford's School/Business Collaborative and the Greater Hartford Chamber of Commerce; and
d) The Children's Caravan Literacy Program, originally an after-school tutoring program designed to develop and improve elementary students'
1) reading comprehension, critical/creative thinking and language arts skills and
2) self-perceptions as competent learners. The program is now used by schools five days a week. An associated outreach program disseminates curriculum and teaching practices of the Caravan to host-school teachers and others. The evaluation of this program will be highlighted later in this study.

2. Youth Education Program Initiated: 1972
3. Program Scope: local
4. Areas Served: urban
5. Number of Sites: throughout the Hartford Public Schools
6. Program Budget: $425,000 annually; Children's Caravan Literacy Program: $80,000
7. Kind of Partners: elementary, middle, junior and senior high schools (focus is support to feeder school networks, K-12); community groups; business; non-profit associations; colleges/universities; foundations; religious groups; and business/trade associations
8. Target Groups:

a) elementary (20,000), middle/junior high (3000), and high school (2400) students (48% on free/reduced meals; 40% limited English speaking)
b) teachers, school administrators and parents of students involved in The Travelers' programs; college students

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- enrich instruction/cultural environment
- develop preschool and early learning programs
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- extend staff development
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- staff development
- paid staff internships
- speakers
- use of company labs/facilities/equipment
- mailing
- consultation services
- speakers bureau
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- technology programs
- technical training on and off school site
- summer youth employment
- work-study experiences
- career exploration

- skills training classes
- on-the-job training
- paid and unpaid student internships,
- student apprenticeships
- "team" teaching
- language instruction (ESL, foreign)
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- research studies
- mentors
- assistance (classroom/office/library/lunchroom etc.)
- serving on education committees/task forces
- parent involvement
- sponsoring special awards/scholarships/incentives/contests (recognition)
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:

a) since program initiation. Note that each of the programs funded by The Travelers Youth Education Program is evaluated
b) by educators, other partners and independent evaluators
c) centrally and at school sites
d) annually

2. Percent of Program's Budget Used for Evaluation: 10% - 15%

3. Responsibility for Evaluation: the Director of each individual program. For The Children's Caravan Literacy Program: Dr. Bena Kallick, Director, Weston Woods Institute

4. Problems Encountered During Evaluation:

a) lack of precedent/experience
b) management style
c) resistance to evaluation
d) lack of appropriate systems and instruments
e) time constraints

5. Results Reported to:

a) Board of Education
b) Superintendent of Schools
c) partner organizations
d) media
e) The Travelers Board of Directors

6. Reporting Formats:

a) reports
b) brochure
c) slide presentation

7. Program Processes and Outcomes Measured through the Children's Caravan Literacy Program

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED

- improved basic skills
- improved job/occupational skills
- extended career awareness
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased technological skills
- improved school attendance
- increased participation by youth and adults in school and community (student government, extracurricular activities, community projects)
- increased choice of more advanced courses
- increased participation in post-high school academic and vocational programs
- improved staff morale
- more positive school climate
- perceived effectiveness of program activities on overall student achievement, behavior and attitudes

A CONTRIBUTION FROM THE CHILDREN'S CARAVAN LITERACY PROGRAM: Measuring Partnership Success in Improving Achievement in the Reading Comprehension, Critical/Creative Thinking Skills and Viewing Abilities of Elementary School Students

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

A red and white van outfitted as a combination theater, library and activities room (equipped with films, a puppet theater, a TV monitor, storage areas, a discussion area, art supplies and children's books) comes to individual schools. Within this specially designed learning environment, the children work with teams of trained high school

(Buckley High School in Hartford) and college (Central CT State University) students and a master teacher in semiweekly sessions for an eight-week Fall term and a 16-week Spring term. Elementary, high school and college students, parents and teachers participate in Caravan activities in areas such as reading, writing, listening, thinking, viewing, problem solving, performing, and the making of art objects. Activities targeted directly to students include tutoring; team teaching; language instruction; use of media guides; discussion groups; writing in journals; and viewing films, etc. The emphasis is on active and interactive learning. When high school and college students serve as teachers and role models to the younger students, they also enhance their own cognitive and interpersonal skills as well as explore possible future, professional career areas.

There are workshops for parents to help introduce them to new books, reading approaches and skills to support Caravan activities at home. School staff participate in staff development workshops designed to assist them to adopt and adapt successful instructional procedures and strategies used on the Caravan. These activities include conducting demonstration lessons by the program coordinator in host school classrooms; in-service courses taught on Caravan methods; and the yearly training of one teacher from each host school (teacher co-teaches with program coordinator aboard the Caravan). Teachers are also responsible for selection of materials and monitoring student progress.

PLANNING FOR EVALUATION

Directed by the Program's Coordinator, evaluation of the Children's Caravan Literacy Program has been facilitated by: ETS, Princeton, NJ; MRM Inc., Jamestown, RI; and Peter Martin Associates, Amston, RI. The Program's director and coordinator formed a team with independent evaluators to plan evaluation and documentation processes. Through a formative design, evaluators could learn systematically about the program from data collected informally and "naturally" directly within the Caravan environment. The evaluation was designed to be as unobtrusive as possible; formal testing of students was avoided so as not to counteract the "spirit" of the program. Therefore, the evaluation concentrated on how the Caravan instructional program worked and what the impact of the program was on participants (students, host schools, teachers, and tutors).

The evaluation's sample group for the major study (1987- 88) included students participating in the program; their parents; regular classroom teachers and host-school principals; the Caravan instructional staff (program coordinator, host-school teacher trainees and tutors); and teachers who participated in the outreach program. Target students included in the assessment met the following criteria: low English language proficiency; below grade reading level (but showing academic potential); interest in participation in the program; and characteristics (gender, ethnicity, etc.) that would provide a representative sample for the study.

ORGANIZATION OF EVALUATION

The organization of evaluation of Caravan activities took many directions. Summative data was collected through interviews of the sample group outlined above. Questionnaires were distributed to parents dealing with changes parents saw in their children as a result of their participation in the Caravan. Another questionnaire was sent to teachers who received Caravan outreach services. Evaluators reviewed student and tutor journals that reflected on their program experiences. Tutors kept ongoing student observation records. Student self-evaluation check sheets recorded changes in active listening behavior. Pilot pre/post evaluation procedures (derived from Frederiksen and Wark, ETS) were used on a pilot basis to assess student performance in reading comprehension and critical thinking. Records were kept and reviewed relating to student attendance and number of books borrowed from the Caravan. Other assessment strategies included outreach course evaluations, video, audio and written "flip chart" records of Caravan sessions, meeting minutes and evaluator observations of student artwork and performances.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Evaluation of the Children's Caravan Literacy Program has been used to assess student achievement; to support program development and extension; to develop additional strategies for examining the Caravan's comprehension and critical thinking curriculum components; and to make recommendations for broadening applications of Caravan concepts and techniques to the regular classroom. (NOTE: A copy of The Interview Protocol for Elementary Students can be found in Appendix. Other samples of instruments, adult interview protocols, parent questionnaire, form to evaluate outreach services, observation check sheets, etc., are available upon request from the Program Coordinator.)

DECISION MAKING BASED ON EVALUATION RESULTS

As a result of the Caravan Program's early assessment, the evaluation process changed from an individual to a team approach. Program leaders were also challenged to increase on-going curriculum development and assistance with the help of teachers. During the first year of the program, timing problems limited the collection of comprehensive pre-data for purposes of comparison. Now that there is pre-data and/or a control group, there is more concrete data available for comparisons and emerging trends are more clearly defined. These assessment results encouraged the development and use of specially-designed assessment tools to measure and document student improvement in such areas as language development and problem solving. These alternative measures are used, for example, when observing in regular classrooms to gain some understanding of the impact of the Caravan Program on past and/or current participating students. Publication of newly-designed assessment tools is an additional outgrowth of the evaluation process. Ongoing availability of formative information through the Children's Caravan Literacy Program continues to facilitate the use of evaluation for purposes of:

- determining a range of program outcomes related to:

a.) key dimensions of the instructional program for students;

b.) benefits for students participating in the program in terms of improved achievement, attitudes and behaviors;

c.) the value of using video versions of children's literature to encourage students to read the books;

d.) benefits of the program to the host schools;

e.) the role played in the Program by the physical Caravan environment;

f.) benefits of the Program to participating high school and college tutors; and

g.) problems and future issues facing the Caravan Program.

- short and long-term planning
- program refinement
- program expansion
- activity elimination
- determining cost/effectiveness
- retargeting youth and adult participant groups
- reallocation of resources
- eliciting new resources
- redesigning curriculum
- review and redesign of classroom management of instruction
- recognition and celebration of success
- restructuring/redesign of school structures and behaviors
- strengthening school/community relations
- eliciting advocacy support for school and school district
- institutionalization and replication of the Children's Caravan Literacy Program.

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36

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Case 6

Generations Together - University Of Pittsburgh

The Senior Citizen School Volunteer Program

Description

BASIC PROGRAM INFORMATION

1. Program Description: Generations Together is the University of Pittsburgh's component of The Senior Citizen School Volunteer Program (SCSVP). The Program currently operates in 16 school districts throughout Allegheny County, Western Pennsylvania and covers the full range of classes from kindergarten through 12th grade.
2. SCSVP Initiated in 1979
3. Program Scope: local and state
4. Areas Served: rural, suburban, urban
5. Number of Sites: 100+
6. Program Budget: approximately $400,000
7. Kind of Partners: Schools (elementary, middle, junior high and senior high); government; community groups; business; non-profit associations; colleges/universities; foundations; health care agencies; civic/service organizations; cultural organizations; public service organizations
8. Target Groups:

a) approximately 3000 youth ages three months to 21 years (includes above average, average, and below average students as well as students from special education centers). b)teachers, non-education employees and older persons.

PROGRAM GOALS AND OBJECTIVES

- Improve achievement
- Improve literacy
- Prepare students for post-high school education, training and employment
- Extend career awareness and specialized/vocational/ job skills
- Enrich instruction/cultural environment
- Develop preschool and early learning programs
- Improve behavior
- Positively motivate students/staff
- Improve school climate/environment
- Improve school/community relationships
- Provide human, material. financial resources
- Assist in retraining (for educators and partners)
- Reduce dropout
- Develop and support fundamental policy changes at local, state and national levels
- Extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- workshops/conferences
- resource banks
- speakers bureau
- speakers
- printing/preparation
- mailing
- direct financial support
- retraining
- skills training classes
- work-study experiences
- summer youth employment
- technical training on and off school site
- career exploration
- demonstrations/lectures
- college courses
- "team" teaching
- writing proposals/ developing grants
- curriculum development
- development of partnerships
- on-the-job training
- research studies
- counseling
- paid and unpaid student internships
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom, etc.)
- community service
- serving on education committees/task forces
- sponsoring special awards/scholarships/incentives/contests (recognition)

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program was initiated
b) by educators and other partners
c) "in-house"
d) at individual youth group/school sites
e) annually

2. Percent of Program's Budget Used for Evaluation: 10%

3. Responsibility for Evaluation: University Center for Social and Urban Research, University of Pittsburgh, Pittsburgh, PA 15620

4. Problems Encountered during Evaluation: None. Teachers have been responsive to a simple questionnaire that enables them to assess the growth of their children in the Senior Citizen Volunteer Program

5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) Partner Organizations
d) Community-at-large
e) Colleagues in the aging network

6. Reporting Formats
a) End-of-year reports including a narrative summary of the program, with tables summarizing quantitative outcomes
b) Comprehensive tables reporting results are distributed to school administrators, teachers and agency professionals

7. Program Processes and Outcomes Measured through Generations Together activities:

PROGRAM PROCESSES MEASURED:
- **number, kind, place and frequency of activities**
- **number, age and status of youth participating**
- **the number and status of adults participating**
- **kind and number of methods of instruction**

PROGRAM OUTCOMES MEASURED:
- **improved basic skills**
- **improved written and oral language skills**
- **improved job/occupational skills**
- **extended career awareness**
- **increased ability to apply school learning to real life situations**
- **improved school attendance**
- **increased attendance at voluntary programs aimed at wellness, safety and career awareness**
- **improved school climate**
- **improved self-esteem, self worth**
- **increased participation in school and community by youth AND by adults (student government, extracurricular activities, community projects)**
- **expanded knowledge and understanding of aging**

A CONTRIBUTION FROM GENERATIONS TOGETHER: Measuring Partnership Success in Improving Achievement in all Subject Areas, including Basic Skills

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

In Generations Together, volunteers work with individual students, small and large groups and entire classes on a range of program activities. Partnership activities include: mentoring; tutoring; assisting students with special projects; providing enrichment; clerical support; assisting with extracurricular activities; helping to develop curriculum; and volunteer training.

PLANNING FOR EVALUATION

As each program within Generations Together is developed, an evaluation strategy is built in as an integral component. Staff from each program meet with the researcher to determine information needed for the evaluation of their particular program. The instruments developed for each program will then use a similar format to collect consistent information across all program sites.

ORGANIZATION OF EVALUATION

Evaluation forms are 1) given to program participants through the vehicle of program workshops or 2) delivered by mail. The forms are returned to the school or participating agency and then forwarded in groups to Generations Together for scoring.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Questionnaires are completed at the close of each project year by the individual project participants (teachers, older volunteers and youth). The answers are computer scored. Interviews are conducted by phone or in person by staff; information from interviews is reported anecdotally. The evaluation results are prepared in tables for dissemination to participating systems. Using questionnaires, interviews and observations, quantitative information is consistently available regarding:

- types of students/student groupings with whom volunteers worked

- volunteers' roles in the classroom
- materials considered helpful to volunteers

Information from attitudinal surveys makes the following qualitative data available to participant groups:

- extent to which various activities experienced problems (for example, communication, planning, attendance, etc.)
- students' reactions to working with volunteers
- student growth in a range of academic, health and citizenship areas
- teachers' perceptions of the impact of the volunteers' presence on students' self-esteem, behavior, social growth, interest and motivation, attitudes toward older persons and life skills
- impact of program upon volunteers' attitudes toward public schools and youth/children
- impact of volunteer experience upon various areas of the volunteers' well-being (for example, self-esteem, satisfaction with life, feeling of being needed, openness to new ideas, interest in children's education, involvement in community activities, knowledge and skills)
- teachers' perceptions of the impact of volunteers' presence upon teachers' activities (teacher time: 1)to work with individual students, with small and large groups of students and with the whole class; and 2)to plan activities)
- teachers' perceptions of impact of the program on their own attitudes toward aging and toward older people
- volunteers' and teachers' overall rating of the program

(NOTE: See Appendix for a sample of the Teacher Yearend Questionnaire. Teacher and Volunteer Entry and Yearend Questionnaires are also available upon request)

DECISION MAKING BASED ON EVALUATION RESULTS

Since 1978, Generations Together has grown from a program in five schools (grades kindergarten through four) to a regional program serving over 100 school sites (grades kindergarten through 12th grade). Evaluation data has tracked the pattern of consistent 1) program growth; 2) student academic growth (all subject areas, including basic skills); 3) volunteer and teacher interest in continued program participation; 4) improved attitudes toward older persons and toward their own aging; 5)more positive attitudes toward the public schools; 6) positive attitudes toward volunteers by both teachers and students; 7) improvement in students' psychosocial well-being; and 8) support to teachers related to time and classroom management of instruction.

Program participants note that the availability of consistent data facilitates the use of evaluation for purposes of:

- short and long-term planning
- documenting long-term effects of The Generations Together Program on participants
- program refinement
- activity elimination
- retargeting of youth and adult participant groups
- reassignment of volunteers
- strengthening school/community relations
- eliciting advocacy support for schools and school districts

To obtain further information upon which to make decisions,program leaders are currently preparing an inter-generational analysis instrument to be used in observing patterns of interaction between old and young persons that may relate to improved pupil achievement. A student perception questionnaire is also being considered as a companion piece to the teacher and older volunteer questionnaires.

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Case 7

Project Think/Write, San Francisco School Volunteers

Description

BASIC PROGRAM INFORMATION: 1.

San Francisco School Volunteers (SFSV) is a partnership program based in the San Francisco Unified School District. The program has five major components administered by four professional staff, two support staff, one volunteer and one work/study student. Program components are:

a) Adopt-A-School, a one-to-one relationship between a school and a private sector partner. Together the two organizations develop activities and programs that are mutually beneficial and enrich the educational experiences of students;

b) The Law Education Partnership Program, a MENTOR Program (see Case Study One), focused on increasing students' understanding of our legal system;

c) CAPS, a corporate "release time" program that places business volunteers in the classroom;

d) Administrator Training Program, an individualized management development training program for middle and high school administrators; and

e) Think/Write, a program that teams professional writers with classroom teachers and trains them in processes to develop middle and high school students' critical thinking and effective writing skills. The evaluation of this program will be highlighted later in this case study.

2. SFSV Program Initiated: 1963; Think/Write Initiated: 1985
3. Program Scope: local
4. Area served: urban
5. Number of SFSV Program Sites: about 75
6. Program Budget: $180,000 for the five partnership programs (1989-1990)
7. Kind of Partners: schools (elementary, middle, high); government (11); community groups (10); businesses (35); foundation (1); health care agencies (3); media (4); business/trade associations (2); civic/service organizations (1); public service agencies (3)
8. Target Groups:

a) approximately 25,000 students (includes 28.8% limited English speaking; 8.7% special education)

b) teachers (300); school administrators (50); parents (5); employees of non-educational partners (275)

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/ job skills
- provide support and access to post-secondary education/training
- develop preschool and early learning programs
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- enrich instruction/cultural environment
- improve behavior
- positively motivate students/staff
- improve school climate/environment
- improve school/community relationships
- improve school site
- elicit new and additional funding and other resources
- provide human, material, financial resources
- assist in retraining (for educators and partners)
- extend staff development
- prevent substance abuse
- promote improved health/fitness
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- fairs
- special assembly/event
- field trips/tours
- clubs
- staff development
- summer teacher employment
- management training
- executive-on-loan
- workshops/conferences
- speakers bureau
- clearinghouse/brokering
- speakers
- "team" teaching
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services

- resource banks
- resource centers
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- transportation
- technical training on and off school site
- technology programs
- work-study experiences
- on-the-job training
- career exploration
- summer youth employment
- skills training classes
- "shadowing" by students and teachers
- career fairs
- student apprenticeships
- curriculum development
- demonstrations/lectures
- language instruction (ESL, foreign)
- adopt-a-class/friend
- development of partnerships
- fellowships
- health/safety: screening and wellness
- counseling
- paid and unpaid student internships
- mentors
- tutoring
- co-sponsoring special awards/scholarships/incentives/ contests (recognition)
- assistance (classroom/office/library/lunchroom, etc.)
- serving on education committees/task forces
- school advocacy
- parent involvement
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation conducted:
a) since program initiation
b) by SFSV staff and other partners
c) "in-house" and by an independent evaluator
d) centrally and at field sites
e) annually
2. Percent of Program's Budget Used for Evaluation: less than 5%
3. Responsibility for Evaluation: Sandra Treacy, Executive Director
4. Problems Encountered During Evaluation of Think/Write:
a) lack of precedent/experience
b) resistance to evaluation
c) lack of time
5) Results Reported to:
a) Board of Education
b) Superintendent of Schools
c) partnership Advisory Council
d) partner organizations
e) funders
f) Board of Directors
6) Reporting Formats:
a) reports
b) presentations

7) Program Processes and Outcomes Measured through Evaluation of Think/Write Activities:

PROGRAM PROCESSES MEASURED:
- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED:
- increased language skills (written and oral)
- improvement of teacher management skills
- student attitude toward writing (before and after involvement in Think/Write)
- teacher motivation to deliver a quality writing program
- teacher effectiveness in delivering a quality writing program
- perceived effectiveness of project training
- effectiveness of faculty presentations to peers through a "turnkey" process
- effectiveness of career presentations by professional writers
- impact of business volunteers' activities
- business volunteers' reactions to participation in Think/Write

A CONTRIBUTION FROM THINK/WRITE, SAN FRANCISCO SCHOOL VOLUNTEER PROGRAM: Measuring Partnership Success in Improving Student Achievement in Writing

ACTIVITIES CHOSEN TO ACHIEVE OBJECTIVE

Think/Write partnership activities involve business volunteers with approximately 250 students and their teachers in 11 middle and high schools. Although most of the participating teachers are from the English and language arts areas, teachers from such disciplines as science and English as a second language also participate. The business volunteers work regularly in communications, human resources, or financial and business areas. Activities include:

- tutoring, that is, volunteers implement writing activities (one-to-one)
- mentoring, informally developed between students and volunteers
- career exploration in which volunteers use writing samples and materials from their workplaces
- staff development in the form of joint teacher and volunteer training provided by Bay Area Writing Project staff (includes orientation session; six workshops focused on writing skills; a mid-year session to share experiences and ideas; and a final meeting focused on collecting evaluation data and suggestions to help students evaluate their own writing)
- skills training classes in such areas as journal writing; brainstorming; editing; rewriting with a new point of view; writing reviews (for example, of movies or restaurants)
- team teaching in which teachers and volunteers collaborate in instructional activities such as teaching, special presentations, facilitation, critiquing and coaching, etc.
- curriculum development wherein teachers revised the writing curriculum
- use of company facilities and equipment
- printing and preparation support for publications.

PLANNING FOR EVALUATION

Classroom teachers and business volunteers completed brief questionnaires at the beginning of the project year to obtain some demographic information on their project-relevant background and on current teacher practices in the teaching of writing and critical thinking. Feedback on the previous year's project involvement was elicited; teachers and volunteers related their experiences as project participants, and their assessment of the impact of the project on themselves as well as on participating students. Additional information was collected regarding recommendations for changes in teaching practices. Plans were made to develop procedures and to design and prepare instruments to assess 1) the degree of improvement in writing skills and 2) the change in associated behaviors and attitudes on the part of students, teachers and business volunteers participating in the Project.

ORGANIZATION OF EVALUATION

The teacher questionnaire and attitudinal survey are given at the beginning and end of each project year. Direct classroom observations by project staff are facilitated throughout each project year, while teachers' written feedback concerning satisfaction with Project Think/Write is collected in the spring.

Student writing samples are collected at the beginning of the project year, while student questionnaire and Student Perception Inventory results are collected at the end of the project year. Written feedback regarding business volunteer experiences in the project is collected at the end of the project year. Most recently, evaluation data was collected and the report written by the consultant firm of Organizational Data, Alameda, CA.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The following procedures, strategies and instruments were used to determine Project Think/Write's impact on participating teachers:

- a questionnaire sent to teachers requested that they rate themselves in areas such as confidence in teaching writing, skill in diagnosing student writing problems and use of teaching strategies such as students "publishing" their own writings (disseminated at the beginning and end of the project)

- an attitudinal survey was used to collect information about teachers' views on teaching the writing process and teachers' attitudes toward school/university and school/business collaboration with regard to teaching writing to middle and high school students
(disseminated in both fall and spring)
- teachers' written feedback concerning their satisfaction with and assessment of the strengths and weaknesses of the project (collected in the spring)
- direct classroom observations were made by project staff (throughout the school year)

To determine the Project's impact on participating students:

- student writing samples were collected at the beginning and end of the project year to corroborate teacher impressions of the project's impact on their students' writing (samples determine achievement/improvement in writing skills)
- a questionnaire was given to a student sample to assess students' perceptions about the Project's impact (given end of project year)
- the Student Perception Inventory (SPI) was given to students to assess changes in student attitudes toward writing as a process and the importance of writing for a range of purposes (school, work and for pleasure at end of project year)

To determine the Project's impact on participating business volunteers:

- written feedback was requested about their experiences as a project participant. Areas addressed concerned accomplishment of project goals; support to personal and professional development; affect on job performance or satisfaction with work; and renewed commitment to participation in Project Think/Write.

NOTE: Copies of Project Feedback Surveys from classroom teachers and business volunteers are available in Appendix. Copies of other evaluation instruments are available upon request.

DECISION MAKING BASED ON EVALUATION RESULTS

Evaluation of Project Think/Write's components confirmed the achievement of program objectives targeted to students, teachers and business volunteers. Student attitudes toward writing became more positive and their actual writing skills and abilities to problem-solve and understand the application of writing to the work world improved.

Business volunteers remain committed to program participation, became increasingly assured when working with students, and indicated that participation had supported their professional and personal development. Like the business volunteers, teachers showed an increased understanding of writing as a process. Teachers also indicated more positive attitudes toward collaboration with higher education and business and felt increasingly empowered in their efforts to teach writing, that is, to: design student writing projects, motivate students to write, and convince students to revise and edit their writing projects. Last, based on these evaluations, the team building model, developed to improve student writing, was extended. Project Think/Write's evaluation results are used for:

- short and long-term planning
- documenting long-term effects of the program on student, teacher and business volunteer participants
- program refinement. Consideration is being given 1) to revising or discontinuing the use of pre/post test writing samples because the process is "cumbersome;" 2) to reducing or eliminating formal "presentations."
- program expansion: adding additional sites and eliciting greater participation of teachers from all subject areas
- eliciting new resources
- developing a newsletter
- using the new skills and materials developed in instruction

Case 8

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State Of South Carolina Educational Improvement Initiative

Description

BASIC PROGRAM INFORMATION

1. Program Description: Business support to public schools has been an integral part of South Carolina's (SC) statewide school improvement effort since the passage of the SC Education Improvement Act (EIA) of 1984. This Act, built on earlier legislation, guarantees each student the availability of minimum educational programs and services appropriate to individual needs and provids the funding for the base educational program. Business leaders across the state were not only instrumental in ensuring that their recommendations became part of the new law, but they also continue to serve on committees 1) that monitor how well the law is working and 2) that make certain that there will be sufficient, consistent funding of education programs. For example, business helped support, prod, and facilitate the passage of a one penny sales tax increase. School/business partnership programs have become an essential component of this statewide school improvement effort. Partnerships between schools and businesses include alliances between one school and one business, programs in which a business "adopts" an entire school system and local or regional collaboratives which include all community partner groups.
2. SC Educational Improvement Initiative Initiated: 1984
3. Program Scope: statewide
4. Areas Served: urban, suburban, rural
5. Number of Sites: all (91) of the school districts in the State
6. Program Budget for the partnership program: $25,000 (1988-1989)
7. Kind of Partners: elementary, middle, junior and senior high schools; government agencies; parent organizations; community agencies; businesses (6000); nonprofit associations; colleges/universities; vocational training agencies; foundations; armed services; religious organizations; health care agencies; media/communications; business/trade associations; civic organizations/service clubs; cultural organizations; professional organizations; public service agencies
8. Target Group: youth, grades Kindergarten through 12

PROGRAM GOALS AND OBJECTIVES:
- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop preschool and early learning programs
- redesign curriculum
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- improve behavior
- positively motivate students/staff
- improve school climate/environment
- improve school/community relationships
- improve school site
- elicit new and additional funding and other resources
- provide human, material, financial resources
- establish school district/research foundations/funds
- extend staff development
- assist in retraining (for educators and partners)
- prevent substance abuse
- promote improved health/fitness
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES
- field trips/tours
- clubs
- fairs
- special assembly/event
- executive-on-loan
- staff development
- unpaid staff internships
- summer teacher employment
- management training
- workshops/conferences
- speakers
- resource centers

- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services
- resource banks
- speakers bureau
- used and new equipment donated
- direct financial support
- materials donated and underwritten
- technology programs
- on-the-job training
- unpaid student internships
- technical training on and off school site
- work-study experiences
- summer youth employment
- career exploration
- skills training classes
- "shadowing" by students
- career fairs
- student apprenticeships
- "team" teaching
- language instruction (ESL, foreign)
- demonstrations/lectures
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships
- minigrants
- research studies
- fellowships
- maxigrants
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom, etc.)
- parent involvement
- community service
- serving on education committees/task forces
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement
- establish a foundation

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation of SC Business Education Partnership conducted:
a) since program initiation
b) by educators "in house" and by independent evaluators (SC Division of Public Accountability, SC Department of Education and the University of South Carolina)
c) centrally and at field sites
d) annually
2. Responsibility for Evaluation: State Department of Education
3. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of appropriate systems and instruments
4. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) partnership Advisory Council
d) partner organizations
5. Reporting Formats: two yearly publications
6. Program Processes and Outcomes Measured through partnership activities:

PROGRAM PROCESSES MEASURED
- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and kind of resources provided
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED:
- achievement. Note that South Carolina has conducted "Trend Analysis" studies. No effort has been directed toward identifying causal relationships.
- increased participation in school and community (student government, extracurricular activities, community projects)
- improved staff morale
- improved school climate

A CONTRIBUTION FROM THE STATE OF SOUTH CAROLINA EDUCATIONAL IMPROVEMENT INITIATIVE: Measuring Partnership Success in Improving School/Community Relationships through the Business/Education Partnership Program

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Activities implemented through South Carolina's Statewide Business/Education Partnership Program include, but are not limited to the following areas: employment opportunities for high school graduates with a mastery of basic skills; incentive awards; management consultation to school administrators; job skills training and practice; scholarships for students; speakers; volunteers; summer and part-time employment; mentors and tutors to students; consultants to teachers; career counseling and job placement services; opportunities for student work-study projects; and donation and lending of equipment, materials and supplies.

PLANNING FOR EVALUATION

Evaluation of South Carolina's Business/Education Partnership Program is part of the continuing assessment of the EIA of 1984. The Division of Public Accountability (created by State law), and the SC State Department of Education with the assistance of the University of South Carolina developed statewide written surveys. These surveys are conducted annually and disseminated to school districts and different public and private sector target groups. An Oversight Committee from the private sector monitors the process and assesses outcomes.

The Business/Education Partnership Survey was designed to collect baseline data using open-and close-ended questions and a seven point rating scale. Business and civic organizations located in approximately 41% of the State's school districts were chosen to be surveyed. For purposes of the survey, partnerships were defined as "agreements between schools and business/industry/community resulting in such activities as: adopt-a-school, executive-on-loan, tutoring, in-industry G.E.D. programs, career fairs, intern programs and programs for potential school dropouts.

ORGANIZATION OF EVALUATION

For the Business/Education Partnership Survey, school districts were asked to submit contact information for business and civic organizations who were participating in partnerships with their schools. Surveys were then mailed to those organizations to obtain their assessment of involvement in partnerships; the response rate averaged 47%. Findings were analyzed and disseminated through an annual Technical Report.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Data collected through the surveys has been used for purposes of program refinement and extension. Survey items concerned:

- size, kind and level of the organization's participation in business/education partnership
- basis for participation of employees (including whether the organization provides release time)
- how the organization became involved in the program
- level of satisfaction of the organization regarding:
  a) assistance from the school district
  b) assistance from the school
  c) assistance from the School Improvement Council
  d) implementation of the partnership program
  e) communications between the organization and school regarding: needed improvement; the school's specific needs; setting of program objectives; and partnership evaluation
  f) the benefit(s) the school received in return for the organization's investment in the program
  g) the benefit(s) the company received in return for its investment in the program
- additional recruitment of other businesses/organizations to participate in the partnership program
- plans to continue participation in the program.

(NOTE: A copy of the Business/Education Partnership Survey is in Appendix.

DECISION MAKING BASED ON EVALUATION RESULTS

Statewide "Evaluation of South Carolina's Education Improvement Efforts Five Years Later" (compiled Winter, 1988-89) showed a 300% increase in community partnerships since 1984. Survey results from a range of partner groups indicated "a high degree" of satisfaction with the State's Business/Education Partnership Program; involvement is viewed as an opportunity to build positive relationships between schools and their communities. Results also indicated that:

- from these organizations' point of view, schools may not be using available resources offered by the business community to the fullest extent;

- there is untapped potential for the recruitment and participation of additional organizations in partnership activities;

-those organizations already involved would be willing to assist in this recruitment. Further related recommendations included:

a) the more active use of the Chamber of Commerce to coordinate contacts

b) a range of recruitment strategies

c) building further awareness of the program based on existing local exemplary programs

- communications between organizations and schools, while generally good, could be improved. Some suggestions:

a) establish a school/community committee to develop and coordinate requests for special services from local business

b) train community representatives familiar with business to function as liaisons between schools and business

c) assist schools to more specifically express their needs

- some partnerships looked good "on paper," but in fact were not particularly active or well coordinated or planned to provide specific assistance and support to schools.

The availability of such substantive data collected through the ongoing evaluation of South Carolina's Business/Education Partnership Program, is being used for purposes of:

- short and long-term planning

- program refinement

-program expansion in the following areas:

a) personal outreach to parents about student progress

b) volunteer programs for parents and non parents

c) business involvement in solving school problems; in leadership training for the teaching profession; in tutoring; in dropout prevention efforts; and as adjunct teachers and mentors

d) involving more senior citizens with schools

- activity elimination

- retargeting youth and adult participant groups

- reallocation of resources

- eliciting new resources

- redesigning curriculum

- reassignment of volunteers

-review and redesign of classroom management of instruction

- recognition and celebration of success

-strengthening school/community relations

- eliciting advocacy support for school and school district

-institutionalization and replication of the Business/Education Partnership Program.

Additionally, efforts are being made to collect data that will assess programmatic "effect," that is, identify causal relationships.

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Case 9

Cray Academy/Wisconsin Educational Partnership Initiatives (WEPI)

Description

BASIC PROGRAM INFORMATION:

1. Program Description: Cray WI Educational Partnership Initiatives, started by Cray Research, Inc., has established a number of programs to improve, update and encourage the integration of mathematics, science and technology education in K-12 schools in northwestern Wisconsin. Cray's role focuses on providing incentives to improve the program of instruction in mathematics, science and technology education and to encourage the integration of the three subjects as they are in the "real world." Grants made to large school districts and regions provide:

- staff development programs
- coordination and consultation
- program resources
- student activities

The evaluation of one of the staff development efforts, the Cray Academy, will be highlighted later in this case study.

2. WEPI Initiated: Spring 1987
3. Program Scope: regional
4. Areas Served: rural and urban
5. Number of Sites: 71 public school districts and 65 parochial schools
6. Program Budget: $400,000
7. Kind of Partners: elementary, middle, junior and senior high schools; government agencies (two Cooperative Education Services Agencies); businesses (40); colleges/universities (5); vocational training agency (1) and foundation (1)
8. Target Groups:

a) all students in the region's schools
b) teachers (800) and school administrators (50) of the region's students

PROGRAM GOAL AND OBJECTIVE

-Improve, update and encourage the integration of mathematics, science and technology education through staff development for program improvement.

PROGRAM ACTIVITIES

- field trips/tours
- staff development
- management training
- clearinghouse/brokering
- speakers bureau
- consultation services
- speakers
- new and used equipment donated
- direct financial support
- materials donated
- technology programs
- "shadowing" by teachers
- development of partnerships
- research studies
- minigrants
- fellowships
- serving on education committees/task forces
- sponsoring special awards/scholarships/incentives/contests (recognition)
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation (1988)
b) by educators and an independent evaluation service (QED, Diane L. Morehouse)
c) both centrally and at school sites
d) ongoing: after each workshop or Academy
e) annually
2. Percent of Program's Budget Used for Evaluation: 5%
3. Responsibility for Evaluation:
a) Executive Director, WI Educational Partnership Initiatives
b) Director of Community Affairs, Cray Research, Inc.
4. Problems Encountered During Evaluation:
a) management style
b) lack of money (private consultant services were very expensive)
5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) Partnership Advisory Council
d) partner organizations
e) media
f) parents
g) Cray Research, Inc. and Cray Research Foundation
6. Reporting Formats:
a) reports
b) newsletter
c) press releases
7. Program Processes and Outcomes Measured through WI Educational Partnership Initiatives (WEPI) activities:

PROGRAM PROCESSES MEASURED

- **the number, kind, place and frequency of activities**
- **the number and status of adults participating**
- **the number and kind of resources provided**
- **the adequacy of resources provided, given the need**
- **ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)**
- **kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)**

PROGRAM OUTCOMES MEASURED

- **increased participation in workshops for teachers (elementary teachers; junior/senior high school teachers of science, mathematics and technology)**
- **effectiveness of workshop presenters in emphasizing hands on activities, problem solving, thinking skills, teamwork and participatory decision making**

A CONTRIBUTION FROM CRAY ACADEMY/WI EDUCATIONAL PARTNERSHIP INITIATIVES:

Measuring Partnership Success in Teacher Application of Procedures, Activities, Strategies and Skills Learned through Participation in Cray Academy Workshops and Associated Cray Academy Activities. NOTE: The infancy of the program precludes the availability of summative evaluation results until 1990.

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Cray Academy activities include:

- coordination and consultation services to schools to present new skills and materials in the mathematics, science and technology disciplines
- teacher in-service
-staff development programs (for example, Cray Leadership Academy for administrators and Cray Academy for teachers)
-resource grants to encourage the integration of mathematics, science and technology in the curriculum
- student activities (hands-on, interactive, problem- solving)
- design of needs assessment survey instruments
- conduct needs assessments to determine the content and methodology of in-service programs
- establishing an advisory council of teachers from the region's school districts
- tours and associated activities to acquaint teachers with new programs, instructional practices, "hands-on" student activities and instructional applications of technology
- creating a newsletter as a networking tool.

PLANNING FOR EVALUATION

Evaluation has from the beginning been an essential component of the Cray WI Educational Partnership Initiatives. The program's Executive Director and the Director for Community Affairs of Cray Research, Inc. met with an independent evaluation consultant to plan what needed to be evaluated.The program's evaluation plan is in three parts:

a) formative evaluation included: planning and consultation; site visits; other interviews; instrument development; Academy observations; and analysis and reporting.

b)formative case studies including: planning and consultation; instrument development; site visits/data gathering; analysis; and reporting

c) summative evaluation (available 1990).

ORGANIZATION OF EVALUATION

The consultants spent time in each school district reviewing budgets, proposals, needs assessment data, curriculum and program descriptions; interviewing teachers, administrators, consultants and other members of the Cray Alliance; analyzing the data; compiling an initial report; and preparing the design for the case studies.They then developed evaluation procedures, strategies and instruments 1) for use in the summer Cray Academy and 2) to assess program impact (in terms of changes in achievement, behaviors and attitudes) on students and staff during the following school year.

The summative evaluation is organized to measure outcomes following program participation.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The report, that is completed following the initial assessment of baseline data, helps program leaders to determine specific needs and improvement targets for each site and to make tentative judgments about overall program implementation.

During the summer Cray Academy, participant observations, interviews and questionnaires are used to collect information such as demographic profiles of participants, and participants' perceptions of the quality and usefulness of Academy activities (format, instructional approach, use of instructors, materials and workshops). The Academy used additional assessment tools including: written papers, structured group discussions (with business representatives and teachers), adult records relating to attendance and professional participation, as well as meeting minutes.Follow-up surveys assess application of information and skills learned within individual classrooms.

Participant questionnaires, content analyses of records (including budgets), teacher Focus Groups, observations of meetings, staff development and student activities and individual and group interviews with participants are being used currently to compile case studies detailing all facets of the WEPI programs. The case studies will be available in 1990. In the interim, participants and other audiences are receiving written reports at three-month intervals.

Evaluation is also used to collect baseline data regarding, for example, student participation in science, mathematics and technology/industrial education; student achievement; status of curriculum; and attitudes toward staff development and the collaboration of partner organizations.

Questionnaires, attitude measures and time series observations of a selected teacher sample will measure outcomes identified by the Alliance and other relevant participants. Outcomes to be measured include changes in achievement, attitudes and behaviors of project participants. (NOTE: Copies of a Survey and a Discussion Guide Form, used by participants to evaluate their experience in the Cray Academy, can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

Formative evaluation has assisted WEPI leaders:

- to make decisions about curriculum expansion

-to identify strengths of and barriers to implementation and achievement of program goals

- to document the early impact (after two years) of the WEPI on:

a) teacher attitudes toward new teaching methods and materials

b)teacher willingness to participate in professional development

c) teacher classroom behavior

-to document the early impact of WEPI activities on the achievement, attitudes and behaviors of select samples of students

- to provide information leading to "first steps" improvement in program management, technical assistance and decision-making

- to provide some direction to efforts to extend and improve participation in WEPI

- to make decisions about future program evaluation. Because of the costs, the program will continue to use only the instruments, but not the services of independent consultant.

The WEPI leaders expect that information from formative and summative evaluations will continue to be used for purposes of:

- short and long-term planning
- documenting long-term effects of program on participants
- program refinement
- program expansion
- activity elimination
- determining the program's cost/effectiveness
- retargeting youth and adult participant groups
-reallocation of resources (for example, through documenting the impact of increased learning resources and expanded learning opportunities on students and teachers)
- redesigning curriculum
- recognition and celebration of success
- restructuring/redesign of school structures and behaviors
- institutionalization and replication of the partnership program
- making qualitative judgments regarding the effectiveness of collaborative efforts among technical colleges, state universities, Cooperative Educational Services Agencies and schools when these groups' efforts are facilitated by an advisory structure (the Cray Alliance) and additional resources
- stimulating communication among participants
- determining future directions for the Cray Research Foundation related to guidelines and/or conditions for subsequent grant-making.

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Case 10

Triangle Coalition for Science and Technology Education

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Triangle Coalition for Science and Technology Education, an association that acts as catalyst, facilitator, networker and initiator, mobilizes scientists, engineers and technical people from business, industry, government and higher education to form local action groups or alliances. These alliances work with teachers and students in local school systems to improve science, mathematics and technology education. The Triangle Coalition has provided 1) direct technical assistance in the development of over 20 alliances and 2) support in some form to at least 100 of the 350 currently established alliances.

The Florida Alliance for Technological Education, Inc. (formerly the South Florida Alliance for Science), an alliance whose development was facilitated by the Triangle Coalition under a grant from the National Science Foundation, is presented in Case Study Twelve.

2. Triangle Coalition Program Initiated: Spring 1985
3. Program Scope: local, regional, state and national
4. Areas Served: rural, suburban, urban
5. Number of Sites: 350 6. Kind of Partners: government (2), businesses (11), non-profit associations (31), colleges/universities (2), foundations (3), professional organizations (31) and public service agencies (2)
7. Target Group: adults participating in organizations listed above

PROGRAM GOALS AND OBJECTIVES:

- prepare students for post-high school education, training and employment
- redesign curriculum
- develop, sponsor, or support model schools and programs
- improve school/community relationships
- provide human, material, financial resources
- elicit new and additional funding and other resources
- establish school district/research foundations/funds
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools
- improve science and technology education (K-12) for all students

PROGRAM ACTIVITIES

- management training
- workshops/conferences
- clearinghouse/brokering
- printing/preparation
- mailing
- consultation services
- resource banks
- writing proposals/developing grants
- development of partnerships
- school advocacy
- serving on education committees/task forces
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in house" at the central office
d) semiannually
2. Percent of Program's Budget Used for Evaluation: 1%
3. Responsibility for Evaluation: Dr. John Fowler, Executive Director, Triangle Coalition
4. Problems Encountered During Evaluation: lack of precedent/experience
5. Results Reported to:
a) partnership Advisory Council
b) partner organizations
c) local alliances
6. Reporting Formats:
a) summary sheets for steering committee, advisory boards and foundation managers
b) newsletter
c) proposal sections
d) project reports
7. Program Processes and Outcomes Measured through Triangle Coalition activities:

PROGRAM PROCESSES MEASURED

- **the number, kind, place and frequency of activities**
- **the number and status of adults participating**
- **the number and kind of resources provided**
- **the adequacy of resources provided, given the need**
- **kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)**
- **number of local alliances stimulated**
- **number of volunteer hours in the classroom**

PROGRAM OUTCOMES MEASURED

- **increased participation by adults in school and community**
- **motivation to build or join a partnership**

A CONTRIBUTION FROM THE TRIANGLE COALITION FOR SCIENCE AND TECHNOLOGY EDUCATION: Measuring Partnership Success in Extending Collaboration of Community and Government Agencies in Support of Schools

ACTIVITIES CHOSEN TO ACHIEVE OBJECTIVE

To achieve the objective outlined above, the Triangle Coalition's activities focus on the implementation of:

a) five regional conferences whose theme is how to build a local alliance. Conference sessions provide information regarding:

-the variety, purposes, activities and problems of alliances

- how to form, operate and sustain alliances

- networking opportunities for building a local alliances

- how different groups can collaborate and still retain their respective identities

- how to acquire financial and in-kind support

- how to assess the needs of partners

- how to design and implement public awareness efforts

- activities for working with diverse groups

- how to initiate or expand alliance activity at the state level.

b) training academies at Alliance sites for school-based teams of teachers, administrators, and volunteer representatives. At these training academies, participants develop their own individualized school-based plans.Following the training, the teams work with others in their individual schools to revise the plans.

Each school plan includes orientation and training sessions for teachers.Teacher training emphasizes the teacher-completed volunteer "job description" that specifically identifies responsibilities of volunteers. Concurrently, local alliances identify and train potential volunteers with the assistance of the Triangle Coalition.

PLANNING FOR EVALUATION

Triangle Coalition leaders planned for evaluation by first examining general project goals and the component activities that were being implemented to reach these goals. They then determined the "who and what" of surveys designed to collect information following regional conferences and training.Part of this process was a review of previous survey forms that had been used by other projects.

ORGANIZATION OF EVALUATION

Short survey instruments, 25% of which were in a free response format, were developed. The survey was mailed, giving a return deadline. A follow-up notice was distributed after the survey.Summaries of survey information and analysis were then sent to respondents and other interested audiences.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Information collected from the surveys and selected interviews indicated the number and kind of conference participants who were starting or planned to become involved in a local alliance as well as the usefulness of the conferences to participants. The Triangle Coalition's clearinghouse and some of the members provided local chapter contact names and other associations' member lists to identify additional volunteer contacts for local alliances. These efforts continue to solidify science, math and technology alliance networks at local, state, regional and national levels. (NOTE: Copies of these survey instruments can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

Based on the survey, program changes have already been made. Although the regional conferences did result in the development of new local alliances, Triangle Coalition leaders have decided to turn in the future to existing local alliances as vehicles to fill the function of disseminating the "nuts and bolts" of alliance building.

The Triangle Coalition's ongoing availability of assessment data continues to facilitate its use of evaluation for purposes of:

- short and long-term planning
- program refinement
- program expansion
- reallocation of resources
- strengthening school/community relations
- institutionalization and replication of the Triangle Coalition For Science and Technology Education programs
- support for new proposals.

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Case 11

Connecticut Business & Industry Association (CBIA) Ed. Foundation

Description

BASIC PROGRAM INFORMATION

1. Program Description: The CBIA Education Foundation, an affiliate of the CT Business and Industry Association, helps coordinate partnership efforts between business, education and government organizations to improve the quality of education in the State of Connecticut.Funding for the Foundation's professional development opportunities for teachers and for academic enrichment programs for students comes from the public and private sectors .Major programs sponsored, coordinated or hosted by the Foundation include:

a) a Fellowship Program for Distinguished Teachers, which each year recognizes and rewards outstanding math, science and English teachers by providing them with summer employment opportunities (special short-term projects) in CBIA-member companies.

b) the Hartford Alliance for Mathematics and Science Education, supported by a two-year grant from the National Science Foundation to the CBIA Foundation. The Alliance is a coalition of business people, educators and local people who have joined with the Hartford Public Schools to strengthen math and science teaching and learning in the City's schools. The Alliance acts as a coordinating agency to facilitate and promote partnerships among area corporations, program providers and the school system.

c) Connecticut Scholars Internships, in which the Foundation, in cooperation with the Choate-Rosemary Hall CT Scholars Program, sponsors talented urban high school students for August internship programs at CBIA-member companies.The internship enables participating students to forego a regular summer job and thereby participate in the CT Scholars Program, a five week intensive summer session of advanced instruction in math, science and the humanities. Note that the Connecticut Scholars Program is presented in Case Study Twenty.

d) CBIA Learningshops, two to five-day industry-based workshops, offered statewide for middle and high school math and science teachers through a Federal Department of Education grant.The workshops extend teachers' understanding of the industrial and business applications of the subjects they teach.

e) Connecticut Business Week, a summer program for high school students, held on the Connecticut College campus in New London. Students spend the week learning about the free-enterprise system and career opportunities in Connecticut's companies. The evaluation of this program will be highlighted later in this case study.

2. CBIA Program Initiated: 1983
3. Program Scope: state
4. Areas Served: urban, suburban, rural
5. Number of Sites: 49
6. Program Budget: approximately $657,000
7. Kind of Partners: elementary (25), middle (2), junior high (3) and high (171) schools; government agencies (9); parent organizations (10); community groups (5); business (549); non-profit associations (5); colleges/universities (10); vocational training agencies (10); foundations; labor organizations; health care agencies; media (2); business/trade associations (5); civic/service organizations (3); cultural organizations (2); professional organizations (5); public service agencies(5)
8. Target Groups:

a) 4000 elementary students; 2000 middle/junior high students; 1300 high school students (65% on free or reduced price meals; 30% handicapped; 90% "at risk"; 10% gifted and talented; 50% limited English speaking)

b) 430 teachers; 200 school administrators

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/ job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior

- positively motivate students/staff
- provide human, material, financial resources
- elicit new and additional funding and other resources
- establish school district/research foundations/funds
- promote improved health/fitness
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools
- teach economics and free enterprise

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- fairs
- special assembly/event
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment
- workshops/conferences
- speakers
- clearinghouse/brokering
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- resource banks
- direct financial support
- transportation
- technology programs
- technical training on and off school site
- summer youth employment
- work-study experiences
- career exploration
- skills training classes
- paid and unpaid student internships
- career fairs
- student apprenticeships
- "team" teaching
- school advocacy
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships
- minigrants
- fellowships
- counseling
- mentors
- tutoring
- school advocacy
- serving on education committees/task forces
- parent involvement
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:

a) since program initiation; new evaluation components added as programs are added
b) by educators and other partners
c) "in-house" and by independent evaluators
d) centrally and at field sites
e) typically annually, but also at end of program and/or activity

2. Percent of Program's Budget Used for Evaluation: 15%

3. Responsibility for Evaluation:

a) program coordinators
b) project director

4. Problems Encountered During Evaluation: determining external audience interest in evaluation results

5. Results Reported to:

a) Boards of Education
b) Superintendents of Schools
c) partner organizations
d) media
e) parents
f) community-at-large
g) program participants

6. Reporting Formats:

a) general reports
b) summaries
c) graphs (pre/post tests and other responses)
d) brochures
e) newsletters

7. Program Processes and Outcomes Measured through CBIA Education Foundation Activities:

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)
- skill match (teachers/students and summer internships/jobs)
- degree of work accomplished
- number and kind of placements accomplished

PROGRAM OUTCOMES MEASURED

- improved basic skills
- improved job/occupational skills
- extended career awareness
- increased ability to apply learning to real life events
- increased language skills (written and oral)
- increased technological skills
- increased number of courses passed
- increased student grade averages
- understanding of economic subject matter and of free enterprise system
- increased number of scholarships gained by students
- improved school attendance
- increased participation by youth and adults in school and community
- increased choice of more advanced courses
- increased participation in post-high school academic and vocational programs
- improved safety habits
- improved staff morale
- improved school climate

A CONTRIBUTION FROM THE CONNECTICUT BUSINESS WEEK, CBIA EDUCATION FOUNDATION: Measuring Partnership Success in Positively Motivating Students and/or Staff to Consider a Career in Business

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

During CT Business Week, high school sophomores and juniors live on a college campus while learning about the free-enterprise system and career opportunities in the State of Connecticut. Activities include forming and running their own companies; competing in a computer-simulated management game; participating in an advertising-campaign competition; career seminars; seeing relevant films; taking tours; and meeting business, education and government leaders through small-group discussions and lectures. Topics for sessions include: "How to Read the Wall Street Journal," marketing/finance (supply/demand/profit, changing technologies, marketing small businesses), human resources development, research and development, etc.

PLANNING FOR EVALUATION

Brief evaluation surveys were prepared 1) for use in program evaluation by students and company advisors and 2) to disseminate to Business Week alumni. Pre/post tests with content focused on economics and the free enterprise system were also developed.

ORGANIZATION OF EVALUATION

Pre/post tests are taken by students in the first and last "company" meetings. Evaluations by alumni, students and company advisors are collected separately. Then data is analyzed and reports prepared and disseminated.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Instruments used to assess processes and outcomes of the CT Business Week program are pre/post tests (given to students) and surveys (completed by students and company advisors). The tests are multiple choice and focus on collecting information related to students' understanding of economics and the free-enterprise economy. The surveys include open and close-ended questions and rating scales to obtain students' and advisors' opinions about their Business Week experience, including:

- different activities in which they participated
- topics that were presented
- recommendations for program improvement
- pre-program expectations
- their group's advisor
- speakers
- overall increase in understanding of the business world
- overall program content
- preparation of advisors
- site and logistical arrangements

Surveys sent to the CT Business Week Alumni Network are designed to collect contact information from alumni including:

- current contact information
- college or work information
- retrospective opinions regarding program participation and program impact on post-secondary career and educational decisions.

(NOTE: Samples of the Student Program Evaluation Survey and Alumni Survey can be found in Appendix.)

DECISION MAKING BASED ON EVALUATION RESULTS

Ongoing assessment of students and advisors helps leaders to facilitate future program planning and refinement. The CBIA Education Foundation has set in place a clearinghouse database with the assistance of Delman Educational Communications, Englewood, NJ. Currently, information from all the Foundation's programs is being entered into this database for purposes of networking, sharing information and program planning, development and management.

Currently, 29 states have Business Week programs. The CBIA Education Foundation would like to standardize the evaluations that have been done and coordinate the organization, implementation and tools of evaluation to build a national database.Concurrently, the Foundation expects to use data gathered through evaluation for purposes of:

- short and long-term planning
- documenting long-term effects of the program on participants
- further program refinement
- activity elimination
- recognition and celebration of success
- redesigning the curriculum
- strengthening school/community relations
- compiling information from the CT Business Week program to track outcomes from the past 10 summers.

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Case 12

Florida Alliance For Technological Education, Inc.

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Florida Alliance for Technological Education, Inc. (formerly the South Florida Alliance for Science) is one of the alliances whose development was facilitated by the Triangle Coalition (see Case Study Ten) under a grant from the National Science Foundation. The FL Alliance is a broad-based collaborative that 1) brokers volunteer programs for schools, 2) facilitates the implementation of these programs and 3) recruits volunteers to work with schools on a variety of programs. Program themes address areas such as health and wellness, aviation, biological, earth and physical sciences, communications, substance abuse, electricity, meteorology, nuclear sciences, oceanography, space science, telecommunications, religion in science, etc. Alliance programs include:
a) the placement of volunteers in Dade County Public Schools' Community Involvement Programs
b) providing a pool of qualified volunteers for speakers, tutors, demonstrations and judges (at science fairs)
c) Careers in Science, a role modeling program designed to extend the career awareness in science and technology of junior and senior high school students
d) the Gee Whiz Program, a science enrichment program for elementary students
e) Laboratory Beginnings, a program to enhance students' awareness of science through trips to museums, industry research facilities, etc.
f) the Agri-Science Project developed under an agreement with the Agricultural School of the Dade County Public Schools. The evaluation of this project, "Agri-Science in the Elementary School," will be highlighted later in this case study.
2. The FL Alliance for Technology Education Program Initiated: July 1987
3. Program Scope: regional and state
4. Areas Served: rural, suburban, urban
5. Number of Sites: 18 program sites serving over 300 schools
6. Program Budget: $50,000 (1989-90)
7. Kind of Partners: 300+ elementary, middle/junior high and high schools, government agencies, parent organizations, community agencies, business, non- profit associations, colleges/universities, vocational training agencies, foundations, armed services, religious organizations, health care agencies, media/communications, business/trade associations, labor organizations, civic organizations/service clubs, cultural organizations, professional organizations, public service agencies and retirees
8. Target Groups:
a) over 4,000 students, elementary through senior high school (includes students who are handicapped, "at risk," gifted and talented and limited English speaking)
b) 400 teachers; 100 school administrators and 30 parents

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/ job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- elicit new and additional funding and other resources
- prevent substance abuse
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- clubs

- fairs
- special assembly/event
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment
- management training
- workshops/conferences
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services
- resource banks
- speakers bureau
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- technology programs
- technical training on and off school site
- summer youth employment
- retraining
- work-study experiences
- career exploration
- skills training classes
- on-the-job training
- student internships, paid and unpaid
- "shadowing" by students and teachers
- career fairs
- student apprenticeships
- "team" teaching
- school advocacy
- demonstrations/lectures
- writing proposals/developing grants
- curriculum development
- development of partnerships
- minigrants
- research studies
- fellowships
- maxigrants (in planning stage)
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom etc.)
- school advocacy
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in-house" and by an independent evaluator
d) centrally and at school sites
e) quarterly
2. Percent of Program's Budget Used for Evaluation: 3.7%
3. Responsibility for Evaluation: Evaluation Committee Chairman
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) management style
c) resistance to evaluation
d) lack of money
e) apathy
5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) partner organizations
d) media
e) parents (via the media)
f) community-at-large (via the media)
6. Reporting Formats:
a) reports
b) letters
c) phone
7. Program Processes and Outcomes Measured through Florida Alliance for Technology Education Activities:

PROGRAM PROCESSES MEASURED
- the number, kind, place and frequency of activities
- the number and kind of resources provided
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED
- improved basic skills
- improved job/occupational skills
- extended career awareness
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased technological skills
- increased number of courses passed
- increased student grade averages (hopefully in future: increased scholarships gained by students)
- improved school attendance
- increased participation in school and community (student government, extracurricular activities, community projects) by youth
- increased choice of more advanced courses
- increased participation in post-high school academic and vocational programs
- improved safety habits
- increased attendance at voluntary programs aimed at wellness, safety and career awareness
- improved staff morale

A CONTRIBUTION FROM THE FL ALLIANCE FOR TECHNOLOGICAL EDUCATION: Measuring Improved Attendance and Active Involvement/Participation in School by "At-Risk" Students Participating in the Alliance's Agri-Science Program

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

The Alliance's Agri-Science program for elementary school students and their teachers includes the following activities:

- development and use of a guide for the planting, growing and caring of tropical plants and shrubs native to Florida
- identification and placement of volunteers in the participating schools
- tours to the Dade County Agriculture School to learn proper procedures and methods required to maintain plants
- obtain or purchase (through the Dade County Cooperative Extension Service) the required materials to grow plants and shrubs for each school
- obtain and establish designated garden areas at each school
- facilitate planting and garden care activities throughout the school year
- obtain assistance from the local Senior High Science Club in maintaining school gardens during the summer months
- sell plants not used in the garden at a nominal cost (funds to be used for purchase of new material for next school year)
- recordkeeping by students to document all phases of the program including water and nutritional management, weekly growth records, etc.
- check, approve and use edible materials in classroom programs
- enlist financial support from such organizations as the 4-H Foundation.

PLANNING FOR EVALUATION

A committee made up of four corporate members, two educators, one school administrator and one Alliance board member was established to formulate and implement the evaluation process. They designed evaluation forms and set requirements.

ORGANIZATION OF EVALUATION

Evaluation is primarily formative. As volunteers are used or an Alliance activity is implemented, one of the evaluation committee members is notified regarding the success of the volunteer's efforts and/or activity. Evaluation reporting forms are used by both volunteers and school staff. Reports are disseminated at the end of each semester and the school year.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The Alliance uses these evaluation strategies and instruments to determine the level of success of the particular activity from both volunteer and teacher perspectives. Using interview and observation strategies, the volunteer report provides descriptive information about the activity; number of students, teachers and administrators involved; time required for the activity; whether or not the teacher "stayed in the room" during the activity; "welcome" and logistical arrangements made for the volunteer/activity by the school; and recommendations for future partnership involvement at that school.

Using interviews, observations and teacher judgement, the school's report lists:

- contact information for the school;
- basic information about the volunteer;
- subject matter of the presentation;
- grade level(s) and number of students participating in the activity;
- kind and level of school resources used; and
- an overall assessment of both the activity and the volunteer's presentation. If a test was given following the activity, information about kind and results of the test are recorded.

Additional assessment tools used include a computer management system, student records, meeting minutes, memos and adult records (for professional participation).

(NOTE: A copy of the School Evaluation Report Form can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

The periodic checkups and assessments made of the Agri-Science Program have shown a major improvement in student

1) attendance, 2) willingness to serve as positive school and community role models, and 3) participation in the community (particularly if the involvement concerns beautification efforts). Evaluation results have been used to elicit additional funding support for program expansion efforts and to make program changes in logistical arrangements, kinds and use of materials and the format and content of activities.

Program leaders expect that the ongoing availability of assessment data will continue to facilitate the use of evaluation for purposes of:

- short and long-term planning
- to documenting long-term effects of program on participants
- program refinement
- program expansion
- eliciting new resources
- redesigning curriculum
- reassignment of volunteers
- recognition of success
- strengthening school/community relations
- institutionalization and replication of the Florida Alliance for Technological Education program

Note that the Florida Alliance has recently expanded from a regional to state program.

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Case 13

Project STEP

(SKILLS TRAINING EDUCATIONAL PROGRAM)

Description

BASIC PROGRAM INFORMATION:

1. **Program Description: Project STEP is an entry-level job skills training program for high school students throughout California. Through the program, students are trained in 55 percent of Security Pacific Corporation's and its subsidiaries' 600 California offices. The training is offered in partnership with over 200 of the State's school districts. The evaluation of the Project STEP program in the Los Angeles Unified School District (LAUSD) will be highlighted later in this case study.**
2. **Project STEP Initiated: 1976**
3. **Program Scope: state**
4. **Areas Served: rural, suburban, urban**
5. **Number of LAUSD Sites: 51**
6. **Kind of Partners: high schools; vocational training agencies (Regional Occupational Programs); Security Pacific Corporation and its subsidiaries**
7. **Target Groups:**

a) 95% are high school students (3,000 students)
(includes 5% handicapped; 25% "at risk;" 5% gifted and talented; and 35% limited English speaking)
b) 5% are adults of all ages

PROGRAM GOALS AND OBJECTIVES

- **improve achievement**
- **extend career awareness and specialized/vocational/ job skills**
- **prepare students for post-high school education and employment**
- **enrich instruction/cultural environment**
- **improve behavior**
- **positively motivate students/staff**
- **improve school/community relationships**
- **reduce dropout**

PROGRAM ACTIVITIES

- **skills training classes**
- **technology programs**
- **on-the-job training**
- **career exploration**
- **speakers**
- **use of company labs/facilities/equipment**
- **technical training off school site**
- **materials donated**
- **community service**
- **sponsoring special awards/scholarships/incentives/contests (recognition)**
- **curriculum development**

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in house" by Security Pacific Corporation
d) centrally
e) as a nine year study
2. Percent of Program's Budget Used for Evaluation: none
3. Responsibility for Evaluation:
a) Gayle Jasso, Vice President and Manager of Community Affairs
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of appropriate systems and instruments
c) not a priority for computer division of corporation related to collection and analysis of data
5.Results Reported to:
a) Superintendents of Schools
b) partner organizations
c) media
d) professional journals
e) local, state and national government, education, nonprofit, business and community organizations
6. Reporting Format: nine-year study/report
7. Program Outcomes Measured through Project STEP Activities:

PROGRAM OUTCOMES MEASURED: information and feedback from current employees of Security Pacific Corporation and its subsidiaries who received one or more classes of entry-level job skills training in Project STEP between 1976-1985. Data collected related to the quality and importance of the Project STEP's job skills training programs to the individual employee.

A CONTRIBUTION FROM PROJECT STEP: Measuring Partnership Success in: Improving Achievement; Improving Behavior;Preparing Students for Post-High School Education, Training and Employment; Positively Motivating Student and Staff; and Extending Career Awareness and Specialized/Vocational/Job Skills

ACTIVITIES CHOSEN TO ACHIEVE OBJECTIVE

Through Project STEP, students are trained in both Saturday and evening classes on Security Pacific premises. The Corporation provides free use of training facilities, supplies and equipment as well as a qualified, credentialed teacher (who happens to be a Security Pacific employee). The teacher is hired by the school district/ROP to teach the classes. Teachers therefore wear "two hats:" 1) they teach on behalf of Security Pacific as a community service and, at the same time, 2) enable schools districts/ROPs to meet state requirements requiring licensed school employees to be in all classrooms. Project STEP students receive school credit (but no pay) while learning.

PLANNING FOR EVALUATION

A study, planned in 1987, was completed in 1988. A survey/tracking form was prepared to collect information from over 13,000 students, the majority of whom completed Security Pacific sponsored training programs from 1976-1985. Plans were made to use respondents' forms that listed Social Security numbers (SSNs). By matching SSNs, evaluators identified 443 former students who were employed by Security Pacific as of Summer, 1987. This sample became the population base used for the study.

ORGANIZATION OF EVALUATION

Using the Bank's computerized personnel records, general statistical information about the study group was collected. The written survey was prepared and mailed to the population chosen as the base for the study.The survey elicited a 50% return.

Following analysis of the collected data, the study's results were shared with Security Pacific's top and middle management (particularly those in personnel and affirmative action) and key local, state and national leaders from government, education, business and the community.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Data for a Population Base Analysis was collected and analyzed with the assistance of Security Pacific's computer management system.Information collected about employees who had participated in the Company's train-

ing programs was then reviewed. Data reviewed included:

- type of employee (full-time, part-time, temporary)
- sex
- ethnicity
- in which training program (STEP, ROP, other) employee had participated
- current salary grade distribution
- current performance rating distribution
- comparison of performance rating distribution between those who did/did not participate in the training program.

Interviews and the survey included close and open-ended questions related to:

- type of employee
- kind of training program in which employee was involved
- when employee joined Security Pacific
- kinds of jobs held at the Company
- promotions
- time spent working at the Company
- highest level of education completed
- value of the training program
- comparison of classes held at Security Pacific to those held at school
- participants' evaluation of training, teachers, work preparation received
- formulation of career goals
- value of skills learned
- additional retraining needed
- recommendations for program improvement, etc. Observation, tests, teacher judgement and student records were additional tools used for program evaluation.

DECISION MAKING RELATED TO EVALUATION RESULTS

Through this study, Security Pacific developed a profile of 1) the progress and achievement of former students who participated in their training programs and 2) the attitudes of these students following participation in the program. This information has been used by the Company for purposes of:

- program refinement
- documenting long-term effects of the program on participants
- fostering continued management support of Project STEP. NOTE that Security Pacific used the study as a basis for continuing their support to business/industry-based vocational education. The Company sees this program as one "cost-effective, proven and successful method of preparing youth and adults for work."
- encouraging other companies to conduct similar training programs for students on their premises.

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Case 14

Amoco's Power Hour Of Homework Campaign

Description

BASIC PROGRAM INFORMATION

1. Program Description: Amoco Corporation and its Foundation provide a wide range of support to elementary and secondary education. The Power Hour, one of Amoco's initiatives, is a campaign pilot program designed to create parent awareness and participation in the education of their children. Using a range of media, the campaign guides parents "to turn homework into the Power Hour" by helping their children do their homework.
2. Power Hour Program Initiated: November 1988 through March 1989
3. Program Scope: local (Chicago)
4. Areas Served: urban
5. Kind of Partners: elementary and middle schools and business
6. Target Groups:

a) youth throughout area schools
b) teachers, school administrators and parents

PROGRAM GOALS AND OBJECTIVES

- improve literacy
- enrich instruction/cultural environment
- encourage parental involvement/training
- positively motivate students/staff
- improve school climate/environment
- improve levels of homework involvement of teachers, students and parents

PROGRAM ACTIVITIES

- parent involvement
- sponsoring special awards/scholarships/incentives/contests (recognition)

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by independent evaluator
c) at individual youth group/school sites
d) as a one time survey
2. Responsibility for Evaluation:
a) Steve Specht, Project Team Director of Evaluation
b) Amoco Corporation
3. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) time constraints
4. Results Reported to:
a) partner organization
b) Amoco management
5. Reporting Formats:
a) computer printouts
b) presentations
6. Program Outcomes Measured through Power Hour activities:

PROGRAM OUTCOMES MEASURED:

- attitudes toward school/education
- attitudes toward homework
- improved behavior
- amount and quality of time spent doing homework
- level of awareness of the Power Hour Campaign

A CONTRIBUTION FROM AMOCO'S POWER HOUR OF HOMEWORK CAMPAIGN: Measuring Awareness and Attitudes Toward the Power Hour Homework Campaign among Students, Teachers, Parents and the General Public in Chicago

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Power Hour Campaign activities included the development and implementation of prime time paid commercials, public service announcements, billboards and bus posters (in both Spanish and English versions). 500,000 brochures, written in Spanish and English, were distributed with students' report cards. The brochures provided guidance for parents to help their children do their homework and stressed the importance of allocating sufficient time and space as well as proper lighting while children did their homework.

During the second phase of the Campaign's commercials, nearly 50 Amoco employees signed up as volunteers to "man" a Homework Hotline. The Hotline was available for children who needed help with their homework.

In February 1989, Amoco launched a poster contest in Chicago's elementary schools.The contest's theme focused on the meaning of homework to students. The Corporation awarded $500 savings bonds to artists of winning posters from each grade level (K-8) and a $750 cash prize to the students' teachers (to be used for science, math or art materials). The grand prize poster chosen was duplicated for bookcovers and over 300,000 covers were distributed citywide.

The Homework Power Hour also became part of Amoco's annual exhibit that is displayed at numerous minority conferences throughout the United States.

PLANNING FOR EVALUATION

Amoco commissioned a marketing research firm to analyze what changes occurred as a result of the campaign. The evaluation plan was based on the need to answer two questions: 1) Does the campaign motivate students to have a "power hour" and 2) Does the campaign motivate parents to have a "power hour" with their children? Customary marketing and population studies were not possible evaluation options since the evaluation design, procedures and strategies needed to be completed in a space of nine weeks. Also, evaluators had to develop their own standards against which to measure this type of program since no tested standards of this kind were available.

Due to the reasons outlined above and because television was a major component of this program, the evaluators decided to concentrate their assessment of the program's impact through this media.(Note that the television commercials were aired for only seven weeks at a time so it was not possible to determine what the impact would have been over longer time intervals).

ORGANIZATION OF EVALUATION

Surveys were developed and distributed to parents/ guardians, school staff members and children in nine Chicago public schools, three each of which were predominantly Black, Hispanic or White. The general public was also surveyed in Chicago proper and in surrounding suburban areas. Bilingual surveys were distributed to parents. A cover letter from Chicago's General Superintendent of Schools was attached to surveys to school staff and parents.The letter urged them to respond to the Power Hour Program Survey. Children were surveyed using an "aided" version.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Amoco's evaluation assisted in the timely collection of data that was used to determine program impact and guide future corporate directions related to support to education. Surveys sent to parents sought their opinions and reactions to the impact of Amoco's public service announcements on their children's study habits and education. The same survey questions given to staff and parents elicited data on respondents':

- awareness of the program and of the program's sponsor;
- the media form that had made them aware of the program;
- observation of increase in the amount of time children spent on homework at the

beginning of this year, later in the year and compared to last year;

- perception of changes in children's attitudes toward homework;
- perception of changes in teacher/parent attitudes toward homework;
- perception of attitudes toward the Power Hour Program;
- expectations for impact on students of the Power Hour Program; and
- interest in purchasing (at a reasonable price) incentives related to the Power Hour Program.

Special staff questions elicited data on respondents':

- experience in teaching;
- special professional skills and degrees;
- rating of the physical facilities and availability of resources (equipment, materials, books, etc.) at the school in which they teach; and
- ethnicity; household income; gender, etc..

Special parent/guardian questions elicited data on respondents':

- attitudes toward the Amoco Corporation; and
- households.

The aided children's version of the survey was facilitated by a proctor and elicited information about the children's:

- grade level;
- attitudes toward school and the importance of school;
- amount of time spent on homework or studying;
- perceptions about the need to read, write, speak well, and do mathematics;
- study habits;
- awareness of the Power Hour Program;
- attitudes toward the Power Hour Program; and
- awareness of program's "message."

(NOTE: Samples of some of the pages from the Children's Survey can be found in Appendix A.)

DECISION MAKING BASED ON EVALUATION RESULTS

The Amoco Power Hour Program focused on 1) recruiting additional private and public sector support for the City's public schools and 2) encouraging students' more positive attitudes toward school and homework. Evaluation helped Amoco to estimate the potential impact of business on education in terms of:

- the degree of influence of business on certain target groups
- the kind and level of creative support and resources required to make a substantial impact on the target group
- setting realistic goals for the program
- motivating teachers to set higher standards for student achievement of homework assignments
- raising the awareness of the target groups about the Power Hour campaign
- encouraging more positive attitudes toward school and homework on the part of specific segments of the student population.

The evaluation also demonstrated the potential impact of this type of program on business. Results confirmed that the Power Hour of Homework Campaign enhanced Amoco Corporation's public image and supported the Corporation's educational goals.

Availability of baseline data gathered through the surveys facilitated the use of evaluation by Amoco for purposes of:

- short and long-term planning; and
- program refinement.

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Case 15

The Portland Investment

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Portland Investment is a citywide partnership in the form of a 10-year action plan. The Investment concentrates on recruiting professional expertise to provide targeted assistance and opportunities for youth (particularly low income and minority youth) who have been designated "at risk." By drawing on the available public and private sector leadership in the Portland area (The Leaders' Roundtable), the Investment seeks to integrate the services of existing programs and public agencies, coordinate these programs and agencies and link them to the resources of business and industry. As of January 1989, the Portland Investment had developed 15 youth programs that address major issues affecting the targeted group. These issues include: dropout prevention, enhancement of academic achievement, improvement in employment skills and increased access to jobs.
2. The Portland Investment Initiated: 1986 1984: Leaders Roundtable (advisory group) formed 1985-86: Planning process with community input to develop program goals/objectives 1986-87: First year of program implementation
3. Program Scope: local
4. Areas Served: urban
5. Number of Sites: 15 in Portland plus several other districts in Multnomah County
6. Program Budget: $4.6 million (combined operating budget of 15 programs in The Portland Investment)
7. Kind of Partners: elementary (2), middle (7) and high schools (11); government (3); community groups (14); business (200 approx.); non-profit associations (4); colleges/universities (2); business/trade associations (1); public service agencies (3)
8. Target Groups:

a) Approximately 2,570 youth: 100 elementary, 500 middle, 600 high school students, 60-70 out-of- school young adults, 1300 students in a summer youth employment program [all categories include youth who are on free/reduced price meal program and are handicapped, "at risk" (25-28% dropout rate in the City's schools), gifted and talented, limited English speaking]

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop preschool and early learning programs
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- elicit new and additional funding and other resources
- prevent substance abuse
- promote improved health/fitness
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- retrieve dropouts
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- staff development
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- resource banks
- direct financial support
- materials donated
- transportation
- technical training on and off school site
- summer youth employment
- work-study experiences
- career exploration
- on-the-job training
- paid and unpaid student internships
- "shadowing" by students
- student apprenticeships

- "team" teaching
- school advocacy
- writing proposals/developing grants
- curriculum development
- development of partnerships
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- school advocacy
- serving on education committees/task forces
- parent involvement sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) directly for individual programs beginning 1987-88 (second full year of program implementation)
b) by educators ("in-house")
c) at individual youth group/school sites
d) semiannually
2. Percent of Program's Budget Used for Evaluation: none (Evaluation provided as in-kind support from partner organizations, primarily the Portland School District and the PIC)
3. Responsibility for Evaluation:
a) Kathy Hostager, Youth Employment Specialist, Portland School District
b) Marnella Bingham, Youth Director, Private Industry Council
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of appropriate systems and instruments
c) lack of money
5. Results Reported to:
a) Board of Education
b) Superintendent of Schools
c) partnership Advisory Council
d) partner organizations
e) media
f) community-at-large
6. Reporting Formats:
a) graphs and charts
b) community handouts (program descriptions updated yearly with "results to date" sections)
c) progress reports
7. Program Processes and Outcomes Measured through The Portland Investment's Activities:

PROGRAM PROCESSES MEASURED
- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)

PROGRAM OUTCOMES MEASURED
- improved basic skills
- improved job/occupational skills
- extended career awareness
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased number of courses passed
- increased student grade averages
- increased scholarships gained by students
- kind and level of support services needed by individual youth
- improved school attendance
- reduced tardiness
- reduced detention and suspension
- increased participation by youth in school and community (student government, extracurricular activities, community projects)
- increased participation in post-high school academic and vocational programs
- employment history after graduation

A CONTRIBUTION FROM THE PORTLAND INVESTMENT: Measuring Partnership Success in Preparing Students for Post-High School Education, Training and Employment

ACTIVITIES CHOSEN TO ACHIEVE OBJECTIVE

There are approximately 15 programs supported and facilitated through The Portland Investment. 62% of the youth involved in these programs participate in a summer work component that is part of the Private Industry Council's (PIC's) Comprehensive Summer Youth Employment Program (CSYEP). 36% of the youth that are in school participate only in Investment school year programs and 3% participate in Investment programs but are not in school.

Activities implemented through these programs include

- tutoring (basic skills, etc.);

- field trips;
- pre-employment training (student internships, job shadowing, etc.);
- career development;
- assisting students to get jobs (while at school and following graduation);
- mentoring;
- speakers;
- resource banks;
- awards/incentives;
- summer youth employment (work-study, skills assessment, training seminars, placement at work sites, monitoring of training sites, ongoing evaluation between training site supervisor and trainee);
- follow-up support activities to reinforce summer gains in basic skills during the regular school year;
- subsidized/unsubsidized regular work experience (sometimes work-study);
- scholarship assistance;
- life skills training;
- case management services for students and their families to improve academic progress and attendance (services include advocacy and counseling);
- leadership training;
- cultural enhancement/pride;
- alternative education;
- transportation; and
- curriculum development.

PLANNING FOR EVALUATION

In 1986, The Leaders' Roundtable (partnership Advisory Council for The Portland Investment) identified youth progress goals to be evaluated. These goals focused on reduced dropout rates, gain in employment skills and access to jobs (long-term employability). The Investment's structure is an array of programs and services (rather than one program). This structure provides a continuum of support services to different segments of the targeted youth population from the time they enter the secondary level through post-secondary employment or entrance into higher education. The programs are not meant to all "fit" together; some replicate the services of others; some complement or extend the services of others.

Recognizing this partnership's unique structure, leaders of the various programs worked together with an outside consultant (Joe B. Hansen, Ph.D.) to develop a common data collection form. They designed the overall evaluation plan to monitor 1) the growth, efficiency and effectiveness of the partnership's collaborative process and 2) the progress of youth participating in the various Portland Investment programs. The evaluation plan was developed in three phases:

- Phase One: describes the programs and services offered; the characteristics of the target population being served; and the degree of coordination among participating partners (agencies, businesses, etc.).
- Phase Two: uses the evaluation results from Phase One to obtain funding to support an evaluation study. For marketing purposes, planners developed a report, an audiovisual presentation and a set of brochures.
- Phase Three: Upon receipt of funding, the success of Portland Investment programs in meeting defined goals and objectives will be evaluated.

ORGANIZATION OF EVALUATION

Using a structured interview protocol, interviews with a sample of program leaders and youth participants were recorded, transcribed and reviewed. Additional notes were taken by interviewers. At the same time, a common data collection form was developed. The form is used on a scheduled basis to gather information from across all of The Investment's programs.

Due to lack of funds, The Portland Investment has not yet implemented the outside evaluation of the collaborative process itself. In the meantime, some of the Investment's individual programs (for example, the Partnership Project, STEP, and Financial Services Academy) have gone through extensive third-party evaluation as part of national pilots or demonstration projects.(Note that STEP is presented in Case Study 13 and The Academy of Finance is presented in Case Study 22).

USING EVALUATION STRATEGIES AND INSTRUMENTS

Structured interviews and questionnaires were used during the 1987-1988 year to collect baseline descriptions on each program's:

- location;

- mission/purpose;
- program characteristics (organization, staffing, budget and sources of funding);
- target population;
- recruitment and selection process;
- services provided (description, coordination with other programs and agencies, perceived strengths, ways the program could be improved); and
- outcomes to date.

Results were charted as follows: evaluation question, data source, method and instrumentation (if applicable). Beginning in the 1988-89 year, the common data collection form must be completed semiannually by all of the Investment's programs. (NOTE that a copy of this collection form can be found in Appendix) .Other evaluation strategies used in individual programs include interviews with program graduates, review of student records (graduation plans and progress at colleges) and monitoring of the Portland Investment diploma certification process.

DECISION MAKING BASED ON EVALUATION RESULTS

Leaders of The Portland Investment have used the evaluation procedures and strategies outlined above to identify program strengths and weaknesses; to provide guidance for improved program coordination and allocation of resources; and to track the success of program procedures, activities and strategies over time. Current decision making is based on review of:

- student records indicating individual progress towards graduation;
- the Portland School District's basic skills competency tests (certify achievement of 8th grade standards in reading, math, language usage);
- the number of Portland Investment diplomas given to targeted youth population;
- Graduate Hiring Plan records of job placements of graduates; and
- results from follow-up interviews with graduates (to obtain evidence of job retention, salaries, increases in salary and remaining barriers to employment, etc.).

With the ongoing, consistent availability of data, The Portland Investment continues to use evaluation for purposes of:

- determining the achievement of stated program goals and objectives (student retention in school, number of high school graduates, academic achievement, student employment success following graduation, etc.);
- maintaining a coordinated set of record keeping procedures and strategies to monitor individual programs and the overall collaborative effort;
- further examination of barriers to employment that still remain for program graduates;
- to guide program redesign, refinement and development of a structured graduate follow-up program;
- adopting a clearer statement of the Investment's mission and a list of standards to which all programs are expected to adhere;
- guiding a review of evaluation questions and the evaluation process during 1989-90;
- short and long-term planning;
- documenting long-term effects of program on participants;
- overall program refinement;
- program expansion;
- activity elimination;
- determining cost/effectiveness;
- retargeting participant youth groups;
- reallocation of resources;
- eliciting new resources;
- redesigning curriculum;
- recognition and celebration of success;
- restructuring/redesign of school structures and behaviors;
- strengthening school/community relations;
- institutionalization and replication of the Portland Investment program.

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Case 16

Baltimore Gas & Electric's Partnership In Education

Description

BASIC PROGRAM INFORMATION

1. **Program Description: Baltimore Gas & Electric (BG&E) provides financial, administrative and volunteer support to education at many levels. The Company has taken a lead in developing working partnerships with schools in Baltimore and elsewhere in its service territory. The Company's partnership focuses on bridging the gap between the worlds of school and business by enriching school curricula. BG&E partnership program components include:**

- **volunteers/mentors working with students on a weekly basis**
- **development of a "Career Pool"**
- **career awareness activities**
- **computer needs assessments and training**
- **teacher workshops**
- **parenting workshops**

2. **BG&E Partnership Program Initiated: September 1984**
3. **Program Scope: local**
4. **Areas Served: urban**
5. **Number of Sites: three**
6. **Program Budget: $40,000**
7. **Kind of Partners: Elementary (1), middle (1) and high school (1) with BG&E**
8. **Target Groups:**

a) 500 elementary, 1300 middle and 1700 high school students (40% "at risk")

PROGRAM GOALS AND OBJECTIVES

- **improve achievement**
- **improve literacy**
- **prepare students for post-high school education, training and employment**
- **extend career awareness and specialized/vocational job skills**
- **enrich instruction/cultural environment**
- **encourage parental involvement/training**
- **develop, sponsor, or support model schools and programs**
- **improve behavior**
- **improve school climate/environment**
- **improve school site**
- **positively motivate students/staff**
- **provide human, material, financial resources**
- **prevent substance abuse**
- **extend staff development**
- **reduce dropout**
- **develop and support fundamental policy changes at local, state and national levels**
- **extend collaboration of community and government agencies in support of schools**

PROGRAM ACTIVITIES

- **field trips/tours**
- **staff development**
- **summer teacher employment**
- **workshops/conferences**
- **speakers**
- **clearinghouse/brokering**
- **use of company labs/facilities/equipment**
- **printing/preparation**
- **mailing**
- **new and used equipment donated**
- **materials donated**
- **summer youth employment**
- **career exploration**
- **skills training classes**
- **career fairs**
- **"team" teaching**
- **language instruction (ESL, foreign)**
- **writing proposals/developing grants**
- **curriculum development**
- **development of partnerships**
- **minigrants**
- **school advocacy**
- **serving on education committees/task forces**
- **parent involvement**
- **sponsoring special awards/scholarships/incentives/contests (recognition)**
- **teacher recognition**
- **school site improvement**

Results

DETERMINING OVERALL PROGRAM RESULTS
1. Evaluation Conducted:
a) since program initiation
b) by educators and BG&E "in-house"
c) at individual school sites
d) annually
2. Responsibility for Evaluation:
Director, Community Services
3. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of appropriate systems and instruments
4. Results Reported to:
a) partner organizations
b) Board of Education's Partnership Coordinator
5. Reporting Formats:
a) graphs and charts
b) reports

6. Program Processes and Outcomes Measured through BG&E Partnership Activities:

PROGRAM PROCESSES MEASURED
- **the number, kind, place and frequency of activities**
- **the number, age and status of youth participating**
- **the number and kind of resources provided**
- **kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)**

PROGRAM OUTCOMES MEASURED
- **improved basic skills**
- **improved job/occupational skills**
- **extended career awareness**
- **increased scholarships gained by students**
- **improved school attendance**
- **increased participation by youth in school and community (student government, extracurricular activities, community projects)**
- **increased participation in post-high school academic and vocational programs**

A CONTRIBUTION FROM THE BALTIMORE GAS & ELECTRIC PARTNERSHIP IN EDUCATION: Measuring Partnership Success in Reducing the Dropout Rate at Southern High School in Baltimore, MD

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

BG&E's partnership activities at Southern High School include:

- team teaching (relating the theoretical knowledge learned by students to real world situations);
- a monthly incentive program (vouchers for the school store, t-shirts and school jackets, etc.);
- career exploration (field trips, hands-on training, providing role models for a range of careers, Career Pool, Career Day, Mock job interviews, etc.); and
- summer youth employment (including part-time employment at BG&E for those students who meet program attendance, academic and promptness requirements).

PLANNING FOR EVALUATION

Teachers, school administrators and business people participating in the partnership are told when each partnership begins, that they will be required to give feedback (positive or negative) about the program's activities. This message is communicated at a group meeting at the beginning of each school year.Feedback comes from surveys and letters of request for information.The evaluation design also calls for 1) using a control group for purposes of comparison and 2) an analysis of student records.

ORGANIZATION OF EVALUATION

A business person coordinates the evaluation by preparing and distributing the letters requesting information and the surveys. In addition, student records are used to verify dropout and retention rates. Support data is collected from interviews, observations, teacher judgement and records of student grades.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Following the analysis of records, reports (including graphs) were prepared over a period of years comparing the attendance and retention rates of the following groups of students:

- students who were not participating in the partnership program;

-students who were participating in the program (excluding the work experience component); and

- students who were participating in program activities including the work experience component.

DECISION MAKING BASED ON EVALUATION RESULTS

Evaluation results indicated that students who participated in the partnership program stayed in school longer; and those who were involved in the program and in the summer employment component stayed in school the longest. Ongoing availability of assessment information continues to facilitate the use of evaluation for purposes of:

- program expansion:

a) BG&E decided to add programs to effect all of Southern High School's students.

b)the program is currently being reviewed by the Greater Baltimore Committee and the MD Department of Education to see if it can be used in other schools; and

- refinement of evaluation instruments to obtain better measurement of program impact.

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Case 17

Project SEED

(SCIENCE EDUCATION FOR EARLY DEVELOPMENT)

Description

BASIC PROGRAM INFORMATION

1. Program Description: TRW Electronics & Defense Sector and The TRW Foundation have consistently initiated and supported a wide variety of partnerships in education programs. One of these initiatives, Project SEED, is based on a partnership that was formed among local school districts, universities and business in the Southern California area. Through Project SEED, educators and professional scientists work together to provide a hands-on, science-based program that supplements and enriches the regular science curriculum for elementary grades K-5.
2. Project SEED Initiated: 1988
3. Program Scope: local (pilot)
4. Area Served: urban
5. Number of Sites: four
6. Program Budget: $100,000 (yearly)
7. Kind of Partners:

a) elementary schools (in Los Angeles and Pasadena)
b) business (TRW, Apple Computer and the Community Bank of Pasadena)
c) colleges/universities (CA Institute of Technology, CA State University at Dominguez Hills and the University of CA at Los Angeles)
d) foundations (NSF and Educational Foundation of America)

8. Target Groups:

a) 1200 elementary school students (10% are gifted and talented)
b) 40 teachers

PROGRAM GOALS AND OBJECTIVES

- enrich instruction/cultural environment
- develop preschool and early learning programs
- positively motivate students/staff
- extend staff development
- motivate interest in science
- establish use of computers in classrooms

PROGRAM ACTIVITIES

- staff development
- workshops/conferences
- summer teacher employment
- used equipment donated
- direct financial support
- materials donated
- technical training on and off school site
- skills training classes
- writing proposals/developing grants
- assistance (classroom/office/library/lunchroom, etc.)
- serving on education committees/task forces

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Will be Conducted:

a) 1990
b) by educators ("in-house")
c) at individual/youth group sites
d) semiannually

2. Percent of Program's Budget to be Used for Evaluation: 1%
3. Responsibility for Evaluation:

Dr. Jud Taylor, Dean, Center for Quality Education

4. Problems Encountered During Evaluation:

a) lack of precedent/experience
b) management style
c) apathy
d) fear of computers/lack of science training

5. Results Reported to:

a) partner organizations
b) National Science Foundation
c) Conference of National Science Teachers Association

6. Reporting Format: Standard Evaluation Report
7. Program Outcomes to be Measured through Project SEED Activities:

PROGRAM OUTCOMES MEASURED

- increased technological skills
- increased student grade averages
- science achievement

A CONTRIBUTION FROM PROJECT SEED: Measuring Partnership Success in Motivating Interest in Science and Establishing Use of Computers in Classrooms

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Project SEED activities are organized to help elementary students learn the subject matter of science and, at the same time, learn what it is to make scientific inquiry. Program activities include:

- the development and use of hands-on science kits that support and extend students' scientific inquiry skills in areas such as collecting data, weighing evidence, arriving at conclusions, developing hypotheses, and inventing experiments to test their hypotheses.
- the development and use of computer programs 1)to simulate visually real-world science environments (not easily studied in the classroom); and 2)to use as tools (in place of tests) to assess the science knowledge provided by the curriculum. Related activities focus on technical training at the school site.
- teacher training, including staff development, summer teacher employment, workshops and conferences
- school library additions (for example, Project SEED HyperCard-based graphical interface for school libraries to connect students from computer-based simulation to related library materials)
- skills training classes
- the donation of equipment and materials
- direct financial support
- serving on education committees/taskforces
- assisting partners to write proposals/develop grants.

PLANNING FOR EVALUATION

Assessment of Project SEED focuses on methods and tools that provide data for use in comparing the program's impact on student groups that participate in 1) hands-on science and computer tutorials and simulations; 2) hands-on science only; 3) computer tutorials and simulations only; and 4) traditional science instruction (control group). Evaluators also planned to use computer simulations as assessment tools in place of tests.

ORGANIZATION OF EVALUATION

Data collected through student performance on the following assessment instruments will be analyzed:

- computer simulations (assessment component)
- elementary science achievement on the CAP Test currently being used by the Los Angeles Unified School District (pre/post test performance to be evaluated)
- criterion referenced tests emphasizing scientific reasoning, inference and critical thinking (for example, the test developed by Shavelson and Pine)

USING EVALUATION STRATEGIES AND INSTRUMENTS

Project SEED's assessment will be used to determine to what extent and how effectively:

- computers and science kits were used by students and teachers
- students more successfully learned their science subject matter and how to use the scientific inquiry method.
- particular areas of the elementary science curriculum were enriched by the science kits and computer simulations
- a computer simulation works as an effective assessment tool as well as a curriculum tool

Observation, student records (grades) and a student attitude questionnaire are other assessment tools that will be used.

DECISION MAKING BASED ON EVALUATION RESULTS

Project SEED's partners anticipate using the information derived from their assessments for purposes of:

- program refinement
- program expansion
- eliciting new resources.

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Case 18

St. Louis School Partnership Program

Description

BASIC PROGRAM INFORMATION

1. Program Description: The St. Louis School Partnership Program develops collaborative relationships between individual classroom teachers, schools and community resource personnel who are interested in providing educational support to the public schools. Through the partnership program, central office staff recruit outside sponsors with expertise in identified curricular areas to work jointly with teachers to plan, develop and implement programs that 1)supplement regular instruction and curriculum and 2) enhance racial and cultural integration. These programs are implemented in city schools under an Intracity plan and in county schools through additional funding provided by a Settlement Agreement. Partnerships to be highlighted in the evaluation section of this case study are:

a) the Junior Archaeology Program for 8th through 12th grade students in paired city and county classes (Partners: the Archaeological Institute of America (AIA), the St. Louis Art Museum, the Ranken- Jorden Foundation and an anonymous donor)

b) the Teachers in Business Program, a summer staff development project, in the area of computer science. (Partners are: Southwestern Bell and Civic Progress)

c) the Cobblestones Program in which students in grades 9 through 12 in Roosevelt High School write, prepare and publish the Cobblestones Magazine.(Partner: A. G. Edwards& Sons, Inc.)

2. St. Louis School Partnership Program Initiated: 1980
3. Program Scope: local and regional
4. Areas Served: urban and suburban
5. Number of Sites: programs throughout the metropolitan area
6. Program Budget: $813,806 (Note: Partnership Program administers an additional $228,235 for special desegregation programs with eight cultural agencies)
7. Kind of Partners: elementary (581 programs), middle (268 programs) and high (302 programs) schools; government (13); community groups (16); businesses (42), non-profit associations and cultural organizations (44); foundations (3); colleges/universities (14); armed services (2); labor (2); health care agencies (7); media (12); business/trade associations (2); civic/service organizations (5); professional organizations (8) and public service agencies (3)
8. Target Groups:

a) 37,427 elementary, 15,097 middle and 10,690 high school students. Note that this count includes students from the City of St. Louis and students from St. Louis County (suburbs). (90% on free/reduced price meals; 12% handicapped; "at- risk"; gifted and talented; 1% limited English speaking)

b) 1,353 teachers and 170 school administrators

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- redesign curriculum
- school restructuring/redesign
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- elicit new and additional funding and other resources
- promote improved health/fitness
- extend staff development
- reduce dropout
- extend collaboration of community and government agencies in support of schools
- reduce racial isolation of students

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- fairs
- special assembly/event
- staff development
- paid and unpaid staff internships
- summer teacher employment

- management training
- workshops/conferences
- speakers
- use of company labs/facilities/equipment
- printing/preparation
- consultation services
- speakers bureau
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- transportation
- technology programs
- technical training off school site
- summer youth employment
- work-study experiences
- career exploration
- paid and unpaid student internships
- "shadowing" by students
- student apprenticeships
- "team" teaching
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- development of partnerships
- minigrants
- fellowships
- maxigrants
- health/safety: screening and wellness
- counseling
- mentors
- assistance (classroom/office/library/lunchroom etc.)
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in-house" and by independent evaluators
d) both centrally and at field sites
e) generally when the program has concluded, although there is a process used to obtain feedback while a program is in progress. The evaluation of the Partnership Program as a whole has been conducted five times in nine years.Evaluation and the maintenance of appropriate records are influenced by the fact that the Partnership Program is part of a metropolitan desegregation plan.
2. Percent of Program's Budget Used for Evaluation: cost absorbed by the the school district's Division of Evaluation.When evaluation was done externally, it was an in-kind service.
3. Responsibility for Evaluation: Director, School Partnership Program
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of appropriate systems and instruments
c) some resistance to evaluation
5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) partner organizations
d) community-at-large
e) Federal courts and two court-appointed monitoring committees
6. Reporting Formats:
a) individual evaluations/summaries in fact sheet form
b) brochures/recruitment materials
c) printouts
d) brochures
e) newsletters
f) Annual Report
g) slide shows/videotape
h) newspapers and other media
7. Program Processes and Outcomes Measured through the St. Louis Partnership Program's Activities:

PROGRAM PROCESSES MEASURED
- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults participating
- the number and kind of partner organizations participating
- the number and kind of resources provided
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)
- descriptions of programs developed and/or implemented including curricular area addressed, number of sessions, and topics covered by school and grade level
- estimated value of volunteer and in-kind services

PROGRAM OUTCOMES MEASURED
- improved physical education skills
- improved basic skills
- extended career awareness
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased technological skills
- improved staff morale
- improved school climate
- teacher, sponsor and student feedback and reactions to workshops and partnership activities
- student products

CONTRIBUTION FROM THE ST. LOUIS PARTNERSHIP PROGRAM:

Measuring Partnership Success in:

- enriching students' instructional and cultural environment (AIA, St. Louis Art Museum, Ranken-Jordan Foundation and an anonymous donor as partners with schools in the Junior Archaeology Program)

- extending staff development (Southwestern Bell Telephone and Civic Progress as partners with teachers in the Teachers in Business Program)

- improving achievement (A.G. Edwards & Son, Inc. as a partner with Roosevelt High School in the CobblestonesMagazine Project).

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

a) For the Junior Archaeology Program, activities chosen to assist students to learn more about ancient civilizations, the world's cultural heritage and archaeology include: field trips and tours, speakers, printing and preparation of materials, special events, career exploration, materials, use of facilities, demonstrations and lectures, transportation, and proposal/grant writing.

b) For the Teachers in Business Program, activities chosen encourage teachers to learn how their subject areas are used and applied in industry; how to perform several job-related tasks using math and computer science skills; and how to prepare resource materials for their corporate partners and for the School Partnership Program. These activities include: regular staff development, paid staff internships, summer teacher employment, use of company labs, technical training off the school site, development of partnerships, "shadowing" and curriculum development.

c) For the Cobblestones Magazine Project, activities focus on the responsibilities of publishing a professional magazine, that is, writing, editing, layout, photography, printing, proofreading, etc. Activities included field trips and tours, mentoring, career exploration, speakers, "team" teaching, use of company facilities, technical training, consultation services, and demonstrations/lectures.

PLANNING FOR EVALUATION

Partnership Program evaluation is planned and jointly conducted by the St. Louis School District's Division of Evaluation and partnership program staff. The plan states program objectives, activities and data to be collected. The Partnership Program has developed its own data collection forms for particular programs and, in some cases, collaborates with the partner to develop the evaluation instruments.

ORGANIZATION OF EVALUATION

Responsibility for the evaluation of individual programs lies with the staff person who serves as the liaison between the school and the school's partner. Evaluations are administered to teachers, partners, and students on a selective basis because of the volume of participants involved in the partnership activities. Results are compiled and disseminated by the staff person in charge of the particular program.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Internally administered evaluations are used primarily to determine the need for program revision to support decisions regarding program maintenance, expansion or elimination. Evaluations are used to justify funding; they are also periodically requested by the Federal Court and court-appointed committees. Evaluation instruments used throughout the Partnership Program (depending on the activity assessed) include:

-interviews; -observations; -surveys; -tests;

-teacher judgement;

-adult records related to professional participation;

-student project "products;"

-program worksheets (to record participating institutions, volunteers, schools, students, program descriptions and staff training/planning activities);

-intracity school program summary worksheets;

-in-kind services worksheets (to record resources donated to the partnership program and value of in-kind services);

-staff development forms;

-workshop sign-in sheets;

-evaluation/feedback forms;

-meeting minutes; and

-memos. Adiscussion of the uses of evaluation strategies and instruments as they refer to specific partnerships follows.

a) In the Junior Archaeology Program, partnership staff observed student responses and interaction at all sessions. All students and their teachers completed surveys indicating their positive/negative responses to the program and suggestions for improvement. b) In the Teachers in Business Program, a teacher's journal was used to record daily learning and impressions of the business environment. Teachers also assessed: 1) the company's resources for future uses in the partnership program and 2) how they would relate their experiences to their responsibilities as classroom teachers.Teachers shared their experiences in interviews with the corporate funder.

c) In the Cobblestones Magazine Partnership, the goal of improving student achievement drove which evaluation instruments would be used. The actual publication of the magazine was considered a product to be evaluated for its format and content as well as for the efficiency and effectiveness of its preparation and publication.

(Note that copies of the St. Louis Partnership Program Teacher and Student Evaluation Forms can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

The programs described above, used evaluation in the following ways:

a) In the Junior Archaeology Program, program leaders reworded evaluation questions to facilitate more easily completed and computed data.

b) In the Teachers in Business Program, evaluations recommended further program refinement notably an orientation process for the internship and the possibility of using former participants as part of the staff development process.

c) In the Cobblestones Magazine Program, the sponsor suggested that one-on-one instruction with students would be preferred. This led the following year to program adjustments that encouraged more frequent one-on-one contact with students.

In the St. Louis Partnership Program, evaluation functions as an integral program component. Availability of assessment data continues to facilitate the use of evaluation for purposes of:

- short and long-term planning
- program refinement
- program elimination
- retargeting of youth and adult participant groups
- reallocation of resources
- eliciting new resources
- reassignment of volunteers
- review and redesign of delivery of instruction
- redesigning curriculum
- recognition and celebration of success
- strengthening school/community relations
- institutionalization and replication of many of the St. Louis School Partnership programs.

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Case 19

Book It! ReadingProgram, Pizza Hut, Inc.

Description

BASIC PROGRAM INFORMATION

1. Program Description: BOOK IT!, sponsored by Pizza Hut, Inc. is a five month reading incentive program for children in grades one through six.Since the program's initiation five years ago, the program has nearly tripled in size with close to 600,000 students participating during the 1989-90 school year. Program components include:
- setting monthly reading goals for each child by the teacher in a class
- providing incentives for achievement of these goals
- rewarding students for their achievement of monthly reading goals
-a national poster contest
- class awards when an entire class achieves reading goals
2. BOOK IT! Initiated: 1985
3. Program Scope: national
4. Areas Served: rural, suburban, urban
5. Number of Sites: 40,000 (approximately)
6. Program Budget: $2,000,000
7. Kind of Partners: Elementary schools and Pizza Hut Restaurants
8. Target Groups:
a) 15,000,000 elementary school students
b) 600,000 teachers

PROGRAM GOALS AND OBJECTIVES

- improve literacy
- enrich instruction/cultural environment
- encourage parental involvement/training
- provide human, material, and financial resources

PROGRAM ACTIVITIES

- sponsoring special awards/scholarships/incentives/contests (recognition) to encourage reading

Results

DETERMINING OVERALL PROGRAM RESULTS

2. Evaluation conducted:
a) 1985-86, 1988
b) by educators and an independent evaluator from the Institute of Human Science and Services, University of Rhode Island
c) at individual youth group/school sites
d) annually: 1985, 1986, 1988
2. Percent of Program's Budget Used for Evaluation: 2%
3. Responsibility for Evaluation: Program's Advisory Council
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) lack of money
5. Results Reported to:
a) Superintendents of Schools
b) partnership Advisory Council
c) educators
6. Reporting Formats:
a) brochures
b) correspondence
c) teacher program materials
d) charts and graphs
e) evaluation report
7. Program Outcomes Measured through BOOK IT! activities:

PROGRAM OUTCOMES MEASURED:

- number of books read by students
- work habits of students
- change in student grades (all subject areas assessed)
- student reading levels
- parent participation
- student attitudes toward learning
- level of reading enjoyment
- positive interactions with peers

A CONTRIBUTION FROM BOOK IT!: Measuring Partnership Success in Increasing the Amount of Reading Done by Elementary School Students

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

BOOK IT! was designed by professionals as a tool for classroom and reading teachers. As a reading incentive program for children in grades one through six, BOOK IT! activities include distribution to teachers of the following information and materials:

- information about BOOK IT!
- a five-month Progress Chart to record extracurricular monthly reading goals and progress for each child, individual groups of children or the entire class

Information about BOOK IT! is disseminated to parents and guardians as follows:

1) each child brings home a letter explaining how the program works; and 2) parents are asked to sign an optional verification form attesting to the completion of reading assignments.

Students who achieve the Program's goals receive:

- Principal's Honor Diplomas, signed by the principal. These diplomas are awarded to children in the school who attain their monthly reading goal during all five months of the Program;
- Pizza Award Certificates given individually and monthly to the children who reach reading goals (number of books read and a written or verbal book report). This certificate is redeemable at Pizza Hut for a free Personal Pan Pizza. The manager will personally congratulate the children on their reading accomplishments.No additional purchase is required and the pizza can be taken "to go"
- a BOOK IT! Award metal button that is given by Pizza Hut managers to each child, along with a gold star, when the child redeems a Pizza Award Certificate at Pizza Hut. Upon each succeeding visit to a Pizza Hut to redeem the Award Certificate, another star is added to the Award Button to indicate reading progress.
- information about a free class Pizza Party that is given at the restaurant or school when all the children in a class meet their reading goals in any four of the five months.

PLANNING FOR EVALUATION

BOOK IT! was piloted in Kansas.In October 1985, the program was offered to all school districts in the United States who had access to a Pizza Hut Restaurant.Currently, school districts in all 50 states have placed BOOK IT! in their elementary schools.

One of the program's Advisory Council members suggested that Pizza Hut, Inc. contract with an evaluator from the Institute of Human Science and Services of the University of Rhode Island to carry out a program evaluation. Pizza Hut, Inc. provided the evaluator with all program materials and met with him several times to answer questions regarding the program and program goals and objectives. It was agreed that any evaluation should target classroom teachers who were directly responsible for administering the BOOK IT! Program during the school year. The evaluator would collect information related to teacher perceptions of the impact of BOOK IT! on students in their classes.

ORGANIZATION OF EVALUATION

The evaluator designed a survey that was used in an interim evaluation (Winter 1985-86). Based upon findings from the interim evaluation, the survey was redesigned and redistributed. The survey instrument was distributed to 22,000 teachers midway through the 1985-86 program and then again in June 1986. Teachers were instructed to complete the survey as soon as possible and return it to Pizza Hut, Inc.

Completed surveys were forwarded to the University of Rhode Island for purposes of computer analysis. Simple frequency distributions were done by each item and cross-tabulations of several items by all items on the 2,741 useable surveys that were received. This survey sample represented 16,130 elementary grade students from across the United States.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The survey yielded information about BOOK IT!'s impact on student reading habits and student enjoyment, including:

- the duration of students' participation in the program
- whether students worked alone or with others
- number of books read both before and during participation in BOOK IT!
- the impact of BOOK IT! on student grades in all areas
- the impact of BOOK IT! on student reading levels
- the impact of BOOK IT! on attitudes toward learning
- the impact of BOOK IT! on interaction with peers
- the impact of BOOK IT! on reading enjoyment; and
- whether or not parents participated with their child/children.This area of the survey was revised to elicit more in-depth information regarding parent involvement.

(Note that a copy of the BOOK IT! survey can be found in Appendix.)

DECISION MAKING BASED ON EVALUATION RESULTS

The information collected through a survey of teachers related to teacher perceptions about BOOK IT! No other evaluation tools were used.The main objective of the program is to "motivate children to read."The survey provided program leaders with information related to the achievement of the objective and additional unexpected data.

Here is what they learned:

- The majority of students were in grades two and three.
- Students preferred to work alone on their BOOK IT! goals.
- The number of books read by students following participation in the program for three months increased by almost 300%.
- A majority of the students' grades in all areas improved.
- A majority of the students showed an improvement in their attitude toward learning in general.
- There was no change in students' interaction with peers as a result of program participation.They noted that this finding may be more the result of teacher freedom to implement the program than a result of the program itself.
- The majority of students improved their reading level.
- Length of participation in the program appeared to reduce the number of students who experienced a decline in reading levels.
- Parent participation in the program was primarily identified through the signing of parent verification forms attesting to the fact that their child/children had read a book.
- Nearly 92% of the teachers involved wanted to participate again in the program.

From these results, it became clear to BOOK IT!'s leaders that:

- immediate positive reinforcement to reward individual efforts and accomplishments works with elementary children;
- the reinforcement works when goals to be accomplished were set by and/or for the individual student instead of for an entire class or grade level;
- the length of time of the program (five months) appears to be optimum for holding the attention of both students and teachers;
- the free service activity form of the program, unencumbered by directives to change curriculum, teaching styles or classroom management, should be maintained.

Past evaluation and ongoing availability of data for BOOK IT! will continue to facilitate the use of evaluation for purposes of:

- short and long-term planning
- program refinement
- review and redesign of classroom management of instruction
- recognition and celebration of success.

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Case 20

Connecticut Scholars Program, Choate Rosemary Hall (CRH)

Description

BASIC PROGRAM INFORMATION

1. Program Description: In Connecticut, Public Private Collaboration provides an advanced residential study program at no cost for academically promising urban school students .Groups involved in this collaboration include: Choate Rosemary Hall (an independent boarding school), the State's 12 largest urban school systems, foundations and corporations. During a five week residential study program, 100 public school students participate with other students who attend the CRH summer enrichment academic term in advanced courses in mathematics, science and the humanities. There are follow-up activities during the school year.The public school students attend the program for two summers (before their junior and senior year in high school). With support from the CT State Department of Education, CRH faculty and urban school faculty jointly designed the curriculum and also teach in the program. Through an NDN grant, Public Private Collaboration at CRH currently facilitates the development of similar public and private school collaboratives around the country.
2. Connecticut Scholars Program Initiated: 1980
3. Program Scope: state and national
4. Areas Served: urban
5. Number of Sites: one (Choate Rosemary Hall Campus)
6. Program Budget: $482,000
7. Kind of Partners: schools (24 in the State; 100 nationally); government (10); business (34); non- profit associations (14); colleges/universities (3); foundations (10); business/trade associations (2)
8. Target Group: 100 CT urban high school students each summer (come from school systems that serve 79% of the State's economically disadvantaged population)

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop, sponsor, or support model schools and programs
- positively motivate students/staff
- elicit new and additional funding and other resources
- extend staff development
- extend collaboration of community and government agencies in support of schools
- enhance student motivation and self-concept

PROGRAM ACTIVITIES

- field trips/tours
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment
- workshops/conferences
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- consultation services
- direct financial support
- work-study experiences
- on-the-job training
- paid student internships
- demonstrations/lectures
- writing proposals/developing grants
- curriculum development
- development of partnerships
- mentors
- serving on education committees/task forces
- community service
- teacher recognition

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators and other partners
c) "in-house" and by an independent evaluator
d) from the central office
e) as an ongoing process
2. Percent of Program's Budget Used for Evaluation: 10%
3. Responsibility for Evaluation: William Bagley, Director, Public Private Collaboration
4. Problems Encountered During Evaluation:
a) lack of precedent
b) focusing the evaluation, that is, identifying and quantifying substantive outcomes (not simply accumulating data)
5. Results Reported to:
a) Boards of Education
b) Partnership Advisory Council
c) partner organizations
d) media
e) parents
f) corporate sponsors
g) trustees
h) Superintendents of Schools
i) state and federal officials
j) students
6. Reporting Formats:
a) reports
b) newsletter (Public Private Perspectives)
c) articles (in magazines, newspapers, etc.)
d) fact sheets
7. Program Processes and Outcomes Measured through CT Scholars Program Activities:

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults participating
- the number and kind of resources provided
- kind and level of communication, networking

PROGRAM OUTCOMES MEASURED

- extended career awareness
- increased student grade averages
- increased scholarships gained by students
- admissions to college
- increased choice of more advanced courses
- increased participation in post-high school academic and vocational programs
- improved staff morale
- improved motivation and self-concept

A CONTRIBUTION FROM THE CONNECTICUT SCHOLARS PROGRAM: Measuring Partnership Success in Improving Student Motivation and Self-Concept

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Activities of the CT Scholars Program are organized as follows:

- potential program students are selected by their school systems. Criteria for selection include high ability and motivation, evidence of commitment, maturity, independence and self-discipline as well as racial and ethnic backgrounds reflective of the composition of the communities from which they come

- students participate in a five week advanced academic program conducted six days a week on the CRH campus. Students live, dine and participate in extracurricular activities within a highly structured program with required study components built-in. Students elect two major courses and one minor course. In both content and credit, major courses are equivalent to semester courses at their home schools. A two-year commitment is required for students who participate in the mathematics and science program. The Science and Mathematics Program is taught by faculty from both CRH and the public schools

Humanities students currently participate in a one year study experience of colonial and post-colonial Africa through a cross disciplinary program taught by CRH faculty. All students must also take one English course during their time in the program

- public School faculty can elect to take advanced graduate study with Wesleyan faculty on the campus of CRH while team teaching in the CT Scholars Program

- follow-up Connecticut Scholars Program (CSP) activities include a Scholar's Day in November and day-long Spring workshops

- at CRH, two persons act as liaisons to the urban public school faculty and conduct meetings during the school year. The focus here is to assist faculty to continue to support and work with Scholars, thereby assuring continuity between the summer program and the school year.

PLANNING FOR EVALUATION

The evaluation was initiated in its broadest form in 1985 when program administrators, together with an external evaluator, met to establish objectives and guidelines for evaluation.Then an evaluation calendar and system for data assembly and analysis were established. Questionnaires, interviews and review of test scores and records were instruments chosen to implement both formative and summative evaluations.

ORGANIZATION OF EVALUATION

The process of evaluation is ongoing and was organized to assure that clear pre-test attitudinal as well as academic data would form the basis for all evaluation.Evaluation is implemented as follows:

- for the CT Scholars Program

a) pretest attitudinal (early July)
b) summer academic (September)
c) post-test attitudinal (November)
d) winter academic (January)
e) spring graduate (April)
f) Annual Report (May)

-for the operation of the Office of Public Private Collaboration, formative and summative assessments focus on: dissemination impacts; organization; service delivery and administration; and the effectiveness and efficiency of the collaborative.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The various approaches used for evaluation assist program administrators to collect information to develop a broad portrait of students and their progress.

Questionnaires were distributed to all Scholars following their participation in the program (at the close of the summer session).These instruments assess 1) self- perceptions (related to achievement, motivation, educational plans and self-confidence) and 2) program impact (related to substantive math and science instruction, development of study habits and lab techniques, and solving problems independently). These questionnaires were followed up by interviews and discussion with Scholars and teachers during the school year. A second, brief questionnaire is used in the spring to elicit Scholars' reactions after being distanced from the program for nearly a year. At the end of the summer, questionnaires were distributed to teachers of students in the summer component to assess the achievement of students as well as the impact of the Program on the teachers themselves. Regularly scheduled discussions and interviews were held with the Scholars' summer teachers, other school year teachers and all superintendents of schools in the school districts involved. Additional evaluation tools such as observations, teacher reports, records of grades and school year academic reports, help to corroborate the accuracy of conclusions derived from surveys, interviews and discussions.

DECISION MAKING BASED ON EVALUATION RESULTS

Evaluation spurred the expansion of the Scholars Program to include the Humanities. Now the Humanities component may be further extended to a two-year program. Evaluation results also serve as a basis for further promotion of:

...for students:

- increased expectations for the academic achievement of the Scholars and their peers
- aggressive opportunities for advanced study
- improved educational attitudes and increased self-confidence on the part of the Scholars
- more thoroughly informed attitudes on the part of Scholars about college and career choice
- admission of Scholars to highly competitive colleges and universities

...for urban school teachers:

- higher expectations for the performance of Scholars and all students
- a sense of professionalism and personal achievement
- direct and aggressive professional development opportunities

In addition to using assessment to monitor the achievement of the goals and objectives outlined above, the availability of data continues to facilitate the use of evaluation for purposes of:

- increasing institutional collaboration by CRH and Connecticut's urban school districts

- extending collaboration of all partners with the Connecticut State Department of Education
- encouraging urban superintendents to support increased involvement of their teachers in the program
- diminishing the "distance" between public and private schools in order to better meet the needs of students who are often unserved or under-served in their education
- short and long-term planning
- to document long-term effects of the program on participants (particularly follow-up on where students go for higher education and how they succeed in post- high school endeavors)
- program refinement
- program expansion within Connecticut and nationally
- eliciting new resources (evaluations are sent to contributors, potential contributors, etc.)
- redesigning curriculum
- review and redesign of delivery of instruction
- recognition and celebration of success
- strengthening school/community relations
- institutionalization and replication of the Connecticut Scholars Program
- extending the network of support for both public and private educators and students
- marketing the program throughout the State of Connecticut
- quantifying the value of corporate investment in the Program.

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Case 21

Adopt-a-school Program, Memphis City Schools

Description

BASIC PROGRAM INFORMATION

1. Program Description: Adopt-A-School in Memphis is a partnership between the Memphis City School System and community organizations (business, civic, religious, military. higher education and government). Through positive, working relationships, schools and their adopters plan, design and implement activities to substantively support the goals of the Memphis City Schools:

-to graduate more highly qualified workers, educated consumers and concerned, contributing citizens;
-to improve students' academic achievement;
-to reduce the dropout rate;
-to prevent substance abuse; and
-to build students' self-esteem.

One of these partnership programs pairs AutoZone, Inc. and three of the Memphis City Schools: Kingsbury Vocational Technical Center, East Vocational Technical Center and the Lester Demonstration School. Evaluation of the partnership between AutoZone, Inc. and the Memphis City Schools will be highlighted later in this case study.

2. Memphis City Schools Program Initiated: August, 1979
3. Program Scope: local
4. Program Area: urban
5. Number of Sites: 160
6. Program Budget: $105,000
7. Kind of Partners: elementary (101), middle (1), junior high (22), high (28), voc-ed (8) schools; government (9); community groups (2); businesses (152); non-profit associations (22); colleges/universities (8); vocational training agencies (8); armed services (2); religious groups (11); health care agencies (10); media (7); civic/services organizations (12); professional organizations (4); public service agencies (1).
8. Target Groups:

a) 1,000 preschool, 60,600 elementary, 13,800 middle/junior high, 25,200 high school, 500 alternative, 3,900 ungraded and 300 other students (70% on free/reduced price meals, 5% handicapped, 50% "at risk," 15% gifted and talented and 5% limited English speaking)
b) 5,000 teachers, 300 school administrators and 500 parents

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/ job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- encourage parental involvement/training
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, and financial resources
- elicit new and additional funding and other resources
- prevent substance abuse
- promote improved health/fitness
- extend staff development
- reduce dropout
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

- field trips/tours
- clubs
- fairs
- special assembly/event
- staff development
- executive-on-loan
- paid and unpaid staff internships
- summer teacher employment
- management training
- workshops/conferences
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services
- resource banks
- speakers bureau

- new and used equipment donated
- direct financial support
- materials donated and underwritten
- transportation
- technology programs
- technical training on and off school site
- summer youth employment
- retraining
- work-study experiences
- career exploration
- skills training classes
- on-the-job training
- paid and unpaid student internships
- "shadowing" by students and teachers
- career fairs
- student apprenticeships
- "team" teaching
- language instruction (ESL, foreign)
- school advocacy
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships
- minigrants
- research studies
- fellowships
- maxigrants
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom etc.)
- school advocacy
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since 1980
b) by educators and other partners
c) "in-house" and by independent evaluators
d) centrally and at field sites
e) monthly formative assessment
2. Responsibility for Evaluation: Barbara Russell, Adopt-A-School Administrator
3. Problems Encountered During Evaluation:
a) lack of precedent/experience
4. Results Reported to:
a) Board of Education
b) Superintendent of Schools
c) partnership Advisory Council
d) partner organizations
e) media
f) parents
5. Reporting Formats:
a) Annual Report
b) press releases
c) partners' newsletters
d) partnership "events"
e) seminars
6. Program Processes and Outcomes Measured through Adopt-A-School Activities:

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES MEASURED

- improved physical fitness
- improved physical education skills
- improved basic skills
- improved job/occupational skills
- extended career awareness
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased technological skills
- increased student grade averages
- increased scholarships gained by students
- improved school attendance
- increased participation by youth in school and community (student government, extracurricular activities, community projects)
- reduced use of alcohol, tobacco and drugs
- improved safety habits
- improved staff morale

A CONTRIBUTION FROM THE ADOPT-A-SCHOOL PROGRAM, MEMPHIS CITY SCHOOLS, TN: Measuring Partnership Success in Improving Achievement and Attendance Through a Partnership Between AutoZone, Inc. and Three Memphis City Schools

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVES

AutoZone, Inc. first "adopted" a Memphis City School in 1985. Currently, AutoZone has over 50 partnerships with high schools and vocational technical centers in 47 cities and 16 states for school year 1989-90. The Company recently piloted its first partnership with the Lester Demonstration School, an elementary school in Memphis. Program activities, designed to achieve the objectives outlined above, focus on such areas as cooperative education, marketing education, distributive education, retail auto parts and auto mechanics. Approximately 50 to 100 students participate in each partnership. Partnership activities include:

- working with VICA and DECA student organizations
- recognition of achievement/awards (awards include tee-shirts, jackets, AM/FM clock radios, portable TVs, radio cassette players, and $500 Savings Bonds). Champion Awards, based in Memphis, acts as a partner and provides in-kind support as a vendor to this activity and to many other activities in the Memphis Adopt-A-School Program.
- job readiness training
- mentoring
- field trips/tours
- job "shadowing"
- employment opportunities
- student internships
- demonstrations/lectures
- serving on education/task force committees
- career exploration
- curriculum development
- seasonal and part-time jobs
- full-time jobs after graduation
- displaying students' work .

PLANNING FOR EVALUATION

During the first year of the Memphis Adopt-A-School Program it was determined that adopters and adoptees would mutually agree on evaluation procedures they would use for program assessment. Therefore, a needs assessment is made by the individual school and a survey of human resources is described by each adopter. Along with assistance of the Adopt-A-School Office, needs and resources are matched by the two partners and yearly activities are designed and chosen to support the school district's overall goals.

In the specific case of AutoZone partnerships, the partnership's Joint Steering Committee of school staff members and AutoZone personnel ("AutoZoners") develop program guidelines and set short and long-term goals. Evaluation is an integral component of this planning.

ORGANIZATION OF EVALUATION

Each month, the adopter and adoptee of each partnership in the Adopt-A-School Program are contacted by phone by Adopt-A-School liaisons to learn about activities that are implemented and to make sure that all partners are satisfied with their partnership. For six years of the Program the liaisons were Jr. League volunteers. Since that time, Career Ladder Teachers have served in that role.

In addition to the above, AutoZone's Director, Partnerships in Education collects assessment data from formative reports submitted to AutoZone's central office after the 15th of each month. Achievement of objectives is assessed through these monthly reporting mechanisms. The reports that emanate from AutoZone Area Advisors through the Company's Office Managers, are prepared and completed by AutoZoners and their school partners, and then submitted to AutoZone's central office.

The Company's central office keeps a running ledger regarding program accomplishments as well as concerns and recommendations. The data is collected, analyzed and reported in a summary form on a periodic basis.

Within the overall program, AutoZone manages a "Yes I Can" awards program that tracks the number of students by school and grading/marking period who have improved their grades and attendance. In addition to monitoring progress toward achievement of objectives, AutoZone's central office approves the distribution of the awards. Finally, AutoZone collects program data through reports presented at periodic Steering Committee meetings.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Reports from all partnership programs are filed in the Adopt-A-School Administrator's office and the reports are used as the basis for articles for the Adopt-A-School Newsletter. Every other year, an Annual Report is published and disseminated. The Report contains descriptions of major activities in all the adoptions. Data is also available from evaluations of individual partnerships and from teacher and adopter workshops implemented in connection with the program. Evaluation instruments used include tests; records of student grades, attendance, courses passed and suspensions; adult records of attendance, tardiness and professional participation; observations; interviews; and surveys.

AutoZone uses the information collected through its Monthly Reports to assess:

- program process in relation to the "who, what, when, why and how" of activities that have been completed;
- plans for upcoming activities;
- the numbers of manhours that AutoZoners have invested in the partnership during a report period;
- the number of students involved in particular activities; and
- the efficiency of evaluation procedures. Manual recordkeeping procedures are being replaced by a computer system.

As stated above, the data collected through returns from the Achievement Awards Program is used to determine grading period results in improved attendance and achievement by school. In addition, costs for the Awards Program are tallied on an ongoing basis.

(Note that samples of the Monthly Report Form, the "Yes I Can" Achievement Awards Program Form and the Summary Report for all programs can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

Availability of assessment data for one AutoZone Partnership, as well as for the overall Memphis City Schools Adopt-A-School Program, facilitates the use of evaluation for purposes of:

- program expansion
- program refinement
- short and long-term planning
- documenting long-term effects of the program on participants
- review and redesign of classroom delivery of instruction
- recognition and celebration of success
- strengthening school/community relations
- institutionalization and replication of the AutoZone, Inc.-Memphis City Schools' Adopt-A-School Program.

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Case 22

Dade Partners Recognition Program

Burger King/Dade County Elementary Schools

Description

BASIC PROGRAM INFORMATION

1. Program Description: Dade Partners is a partnership program between the Dade County Public Schools and over 900 partners from business, government and the community. The program's goal is to use the tool of partnership to help solve some of the most difficult problems facing the school district's students. For example, partnerships provide rewards and recognition for achievement, effort, etc.; assist in the improvement of basic skills; provide support for students with learning disabilities; and facilitate dropout and substance abuse prevention efforts. The Burger King/Dade County Elementary Schools Recognition Program, one of the Dade Partners' programs, is a partnership between Burger King corporate-owned and individually-owned franchises in Dade County and the Department of Community Participation of the Dade County Public Schools. The evaluation of this motivation program, through which elementary students are encouraged to improve their school performance, will be highlighted later in this case study.
2. Dade Partners Program Initiated: 1978
3. Program Scope: local
4. Areas Served: rural, suburban, urban
5. Number of Sites: 300 (approximately)
6. Program Budget: $190,000
7. Kind of Partners: elementary, middle, junior high and high schools; government agencies; parent organizations; community agencies; business; non-profit associations; colleges/universities; vocational training agencies; foundations; armed services; religious organizations; labor organizations; health care agencies; media/communications; business/trade associations; civic organizations/service clubs; cultural organizations; professional organizations; public service agencies
8. Target Groups:
   a) 729 preschool, 150,841 elementary, 63,712 middle/junior high school, 52,175 high school and 2,641 alternative school students
   b) 15,000-20,000 teachers and 5,000 school administrators

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- extend career awareness and specialized/vocational/job skills
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop preschool and early learning programs
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, and financial resources
- elicit new and additional funding and other resources
- prevent substance abuse
- promote improved health/fitness
- extend staff development
- reduce dropout
- retrieve dropouts
- extend collaboration of community and government agencies in support of schools
- improve attendance

PROGRAM ACTIVITIES

- field trips/tours
- clubs

- fairs
- special assembly/event
- staff development
- executive-on-loan
- management training
- summer teacher employment
- workshops/conferences
- speakers
- clearinghouse/brokering
- resource centers
- use of company labs/facilities/equipment
- printing/preparation
- mailing
- consultation services
- resource banks
- speakers bureau
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- transportation
- technology programs
- technical training on and off school site
- summer youth employment
- retraining
- work-study experiences
- career exploration
- skills training classes
- on-the-job training
- paid and unpaid student internships
- "shadowing" by students and teachers
- career fairs
- student apprenticeships
- "team" teaching
- school advocacy
- demonstrations/lectures
- college courses
- writing proposals/developing grants
- curriculum development
- adopt-a-class/friend
- development of partnerships
- minigrants
- research studies
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom etc.)
- school advocacy
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation conducted:
a) informally since 1985
b) formally during present time
c) by educators and other partners
d) "in-house" (informally) and by an independent evaluator (formally)
e) centrally and at field sites
f) annually
2. Percent of Program's Budget Used for Evaluation: currently none (evaluation is being donated)
3. Responsibility for Evaluation: Carol Renick, Director, Department of Community Participation
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) resistance to evaluation
c) lack of money
d) lack of districtwide total uniformity
5. Results Reported to:
a) Board of Education
b) Superintendent of Schools
c) partnership Advisory Council
d) partner organizations
6. Reporting Formats:
a) reports
b) printouts
7. Program Processes and Outcomes Measured Through Activities of the Dade Partners and Burger King Partnership:

PROGRAM PROCESSES MEASURED

- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the number and status of adults receiving services
- the number and kind of resources provided
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)

PROGRAM OUTCOMES MEASURED

- improved school attendance
- improved academic achievement
- improved behavior
- more positive attitudes toward school
- improved school climate/environment
- improved positive student motivation

A CONTRIBUTION FROM DADE PARTNERS: Measuring Partnership Success in Encouraging Improved School Performance in Selected Areas (attendance, academics, effort, citizenship, conduct) through a Motivational Incentive Program Sponsored by Burger King Corporation

PROGRAM ACTIVITIES

Through the partnership between Burger King corporate-owned and individually-owned franchises in Dade County and the County's elementary schools, students who have achieved, shown improvement or evidenced effort in academics, behavior and/or attitude receive cards and stickers which entitle them to receive complimentary food and drink prizes at participating Burger King restaurants. Additional components have been designed for specific areas such as cafeteria behavior modification and improvement in discipline. Schools choose the components and administer the program as meets their needs.

PLANNING FOR EVALUATION

Program leaders met with a college doctoral student to plan for the program's evaluation. Following extensive discussion, the student designed a survey to be tested, revised as necessary and then distributed. This survey and follow-up interviews were designed to collect information from school administrators regarding their attitudes and opinions of the Burger King incentive program during school year 1987-88. Summary data from all participating schools was analyzed and disseminated. Results from the evaluation were projected for distribution in late Fall 1989.

ORGANIZATION OF EVALUATION

Due to the extensive scope of the partnership activity, this first formal evaluation was done on a pilot basis. Schools and partners to be evaluated were randomly identified and selected. The survey instrument was disseminated to selected schools. Follow-up calls were made.Schools returned their surveys.Coordinator "experts" with overall knowledge completed the survey. Statistical information, collected on identified schools, was analyzed and the report written for dissemination in Fall 1989.

USING EVALUATION STRATEGIES AND INSTRUMENTS

The evaluation of the incentive program was based on the returns of the 47 schools that participated in the program for one or two years. 77% (nearly 26,000) of the students in these schools participated in the program. The survey was used to determine:

-in which schools the program was used throughout the school or for special targeted groups of students.

-costs per student for the program (average came to approximately 53 cents)

- to what extent the program was implemented in Dade County Public Schools
- which program components were implemented
- how administrators rated the effectiveness of the program's components, using a scale of one to ten
- whether or not administrators perceived that program components had improved the targeted area of concentration (for example, academics, attendance, effort, citizenship, conduct)
- whether or not the program components had effected the improvement of school-wide student attendance.

DECISION MAKING BASED ON EVALUATION RESULTS

Program leaders agreed that for future evaluations the list of participating schools and schools' level of participation should be known well ahead of time in order to better direct the survey. This change in procedure would also assist evaluators to extend their information base by using groups with similar characteristics for further purposes of comparison.

Availability of data will continue to facilitate the use of evaluation for purposes of:

- short and long-term planning
- program refinement
- program expansion
- determining cost effectiveness
- eliciting new resources
- recognition and celebration of success
- institutionalization and replication of the Dade Partners Program.

Case 23

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Education For The Future

Pacific Telesis Foundation Initiative

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Pacific Telesis Foundation and Managing Excellence in Education, an educational non-profit organization, formed a partnership to develop the Educational Leadership Project (ELP) that helps build leadership at the local school level. Based on the earlier success of the ELP Project, Pacific Telesis Foundation has made a major commitment to underwrite the Education for the Future Project, a school site-based reform initiative to improve school performance in California. This project will assist participating schools to define their vision for the future; design and implement a strategic plan to achieve defined goals and objectives; and integrate effective management principles at the school site. Participating schools have embraced and are dedicated to the implementation of many of the recommendations from the CA Business Roundtable report, "Restructuring CA Education: A Design for Public Education in the Twenty-First Century." It is expected that the schools selected to participate in this initiative will be developed as showcase schools and help replicate their successes on a statewide, national and international basis.
2. Education for the Future Initiated: April 1989
3. Program Scope: state
4. Areas Served: suburban, urban
5. Number of Sites: 3
6. Program Budget: $2 million over five years
7. Kind of Partners: elementary schools (3), parent organizations, business, colleges/universities, professional organizations
8. Target Groups:
   a) elementary students ("at-risk," 15% gifted and talented, 60% limited English speaking)
   b) 75 teachers; 15 school administrators; parents (entire staff and parent body at all target schools)

PROGRAM GOALS AND OBJECTIVES

- improve achievement
- improve literacy
- prepare students for post-high school education, training and employment
- provide support and access to post-secondary education/training
- enrich instruction/cultural environment
- develop preschool and early learning programs
- redesign curriculum
- school restructuring/redesign
- encourage parental involvement/training
- improve school/school district management
- develop, sponsor, or support model schools and programs
- improve school climate/environment
- improve school/community relationships
- improve behavior
- positively motivate students/staff
- improve school site
- provide human, material, financial resources
- elicit new and additional funding and other resources
- prevent substance abuse
- promote improved health/fitness
- extend staff development
- assist in retraining (for educators and partners)
- reduce dropout
- develop and support fundamental policy changes at local, state and national levels
- extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES
- field trips/tours
- clubs
- fairs
- staff development
- management training
- workshops/conferences
- speakers
- use of company labs/facilities/equipment
- consultation services
- new and used equipment donated
- direct financial support
- materials donated and underwritten
- technology programs
- skills training classes
- on-the-job training
- "team" teaching
- language instruction (ESL, foreign)
- school advocacy
- demonstrations/lectures
- college courses
- curriculum development
- development of partnerships
- research studies
- health/safety: screening and wellness
- counseling
- mentors
- tutoring
- assistance (classroom/office/library/lunchroom etc.)
- serving on education committees/task forces
- parent involvement
- community service
- sponsoring special awards/scholarships/incentives/contests (recognition)
- teacher recognition
- school site improvement

Results

DETERMINING OVERALL PROGRAM RESULTS

1. Evaluation Conducted:
a) since program initiation
b) by educators, parents and other partners
c) "in-house" and by an independent evaluator (Delman Educational Communications, Englewood, NJ)
d) centrally and at field sites
e) monthly
2. Responsibility for Evaluation: Barbara Barnes, President, Managing Excellence in Education
3. Problems Encountered During Initial Evaluation:
a) lack of precedent/experience
4. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) partner Advisory Council
d) partner organizations
e) media
f) parents
g) community-at-large
5) Reporting Formats Anticipated:
a) computer printouts
b) reports
c) graphs and charts
6. Program Processes and Outcomes to be Measured through the Education for the Future Project Activities:

PROGRAM PROCESSES TO BE MEASURED
- the number, kind, place and frequency of activities
- the number, age and status of youth participating
- the adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction (lecture, use of audiovisual aids, one-on-one, etc.)

PROGRAM OUTCOMES TO BE MEASURED
- improved physical education skills
- improved basic skills
- increased ability to apply school learning to real life situations
- increased language skills (written and oral)
- increased technological skills
- increased number of courses passed
- increased student grade averages
- improved school attendance
- reduced tardiness
- reduced class cutting
- reduced detention and suspension
- increased participation by youth and adults in school and community (student government, extracurricular activities, community projects)
- reduced use of alcohol, tobacco and drugs
- improved staff morale
- improved school climate

A CONTRIBUTION FROM THE EDUCATION FOR THE FUTURE PROJECT: Measuring Partnership Success in Strategic and Operational Planning at the School Site

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Currently, activities are being developed to achieve the objective. The activities focus on educating students for a rapidly changing world; restructuring (not "tinkering"); developing a long-term vision; strategic and operational planning; site level management; parent involvement and commitment and additional partnerships and collaborations. By participating in an ongoing design, planning and implementation process, school staff and parents will be empowered to create a "school for the future." Through the development of a shared decision making model, school administrators, staff and selected parents will work in action teams to define core values, develop a unified school mission and declare specific and measurable goals. These action teams are organized around the following areas: curriculum and instruction, the teaching profession, parents and community and leadership and management. Team building activities will be used to build communication, trust and rapport. Tested, successful leadership and management principles will be introduced, tested and integrated throughout the project.

PLANNING FOR EVALUATION

The President of Managing Excellence in Education, with the assistance of an evaluation consultant (Delman Educational Communications), is planning and designing evaluation processes, strategies and instruments that will include both formative and summative components. A pre/post survey to assess administrator, teacher and parent perceptions about their school has been the first component completed. The process and instrumentation for ongoing program monitoring and formative and summative program evaluation include the development of:

- a school profile recordkeeping form (to be completed annually by the entire school staff)
- action team survey forms, one for each of the four action teams. Parts of this form are completed at the beginning of the project; the remainder of the form is used as an ongoing recording/monitoring instrument.
- observation and interview forms
- overall program recordkeeping forms
- a database program that provides access to and analysis and reports of all the information collected through program evaluation
- computer networks that connect program sites to the central office of Managing Excellence in Education (for purposes of uploading/downloading data, networking and general communications).

ORGANIZATION OF EVALUATION

Following extensive planning meetings that included the President of Managing Excellence in Education, the evaluation consultant and the Executive Director of the Pacific Telesis Foundation, drafted evaluation procedures and instruments have been designed. The initial assessment survey was prepared, refined and finalized for distribution in late spring 1989. It was returned by respondents in June.Decisions regarding the use of other assessment/monitoring instruments are being finalized. Some of these instruments were distributed and used in Fall 1989. The management system will be programmed and ready for data entry by January 1990. Users of the system will be trained to enter, analyze and report program information. A historian, to be identified at each participating school, will record all Project components.

USING EVALUATION STRATEGIES AND INSTRUMENTS

Baseline information collected from school administrators, staff and parents through the assessment survey was used to assist in:

- planning the agenda for the first school/action team staff development "retreat" that was held in August.
-discussion and guidance to participants during this retreat.

Additional baseline information, to be collected by the entire school staff through the school profile, concerns:

- school contact information
- the school's neighborhood

- student profile information
- buildings and grounds
- school security and safety
- the school's mission
- school objectives and the action team assigned the responsibility to guide the achievement of the objectives.

Action Teams, Teaching Profession, Curriculum and Instruction, Parents and Community will use their forms to record and monitor their activities. Information recorded and collected will include:

- team contact information
- school staff profile information
- action team objectives
- action team activities designed to achieve the objectives
- action team outcomes
- action team future directions as regards revised tasks and use of human, in-kind and financial resources
- rating of the value of the action team's associated workshops and training

Additional instruments to be used to monitor and assess the achievement of program objectives will include observation recording forms, recordkeeping sheets and interview protocols.

(Note that a copy of the Teacher Assessment survey can be found in Appendix).

DECISION MAKING BASED ON EVALUATION RESULTS

It is anticipated that the ongoing availability of assessment data will facilitate the use of evaluation for purposes of:

- short and long-term planning
- to document the long-term effects of the program on participants
- program refinement
- program expansion
- determining cost-effectiveness
- reallocation of resources
- adding participant youth groups (extend through high school)
- eliciting new resources
- review and redesign of delivery of instruction
- review and redesign of classroom management of instruction
- school restructuring/redesign
- strengthening school/community relations
- institutionalization and replication of the Education for the Future Program.

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Case 24

The Indiana Partners In Education Program (IPIEP)

Description

BASIC PROGRAM INFORMATION

1. Program Description: The Indiana Partners in Education Program (IPIEP) was a statewide program designed to build collaborative relationships among communities, business and education throughout the State of Indiana. Partnerships were seen as an important "tool" to support Indiana's economic development strategy for the future. IPIEP operated under the auspices of the Indiana Economic Development Council with funds made available to the Council through the Indiana Office of Occupational Development.The program was discontinued in June, 1989 due to lack of continued funding following the most recent statewide elections.However, approximately 85% of established partnership program sites have been maintained and/or expanded. Participant communities applied to IPIEP, on a competitive basis, for mini/maxi grants and technical assistance. Community teams (of educator, business and community leaders) who won grants received ongoing long-term consultation and intensive management training to facilitate the development and maintenance of partnership programs on a long-term basis. As time allowed, IPIEP staff provided partnership development assistance to communities who were not grant recipients.
2. IPIEP Initiated: Spring, 1984 (planned and developed); Spring, 1986 (implemented)
3. Program Scope: state
4. Areas Served: Rural, Suburban and Urban
5. Number of Sites: 128
6. Program Budget: $400,000 annually
7. Kind of Partners: elementary, middle, junior high and senior high schools; government, parent organizations, community groups, business, non-profit associations, colleges/universities, vocational training agencies, foundations, health care agencies, business/trade associations, civic/services organizations, cultural organizations, professional groups
8. Target Groups:

a) over 35,000 youth (500 preschool; 4,750 elementary; 10,500 middle/junior high school; 19,250 high school) (5% handicapped; 20% "at risk"; 15% gifted and talented)
b) 460 teachers; 50 school administrators; 30,000 parents; and 500 non-educational employees

PROGRAM GOALS AND OBJECTIVES:

-improve achievement
-improve literacy
-prepare students for post-high school education, training and employment
- extend career awareness and specialized/ vocational/job skills
- provide support and access to post-secondary education/training
-redesign curriculum
-school restructuring/redesign
-encourage parental involvement/training
-enrich instruction/cultural environment
-improve school/school district management
-develop, sponsor, or support model schools and programs
-develop preschool and early learning programs
-improve behavior
-improve school climate/environment
-improve school/community relationships
-assist in retraining (for educators and partners)
-positively motivate students/staff
-elicit new and additional funding and other resources
-provide human, material, financial resources
-establish school district/research foundations/funds
-prevent substance abuse
-promote improved health/fitness
-extend staff development
-reduce dropout
-retrieve dropouts
-develop and support fundamental policy changes at local, state and national levels
-extend collaboration of community and government agencies in support of schools

PROGRAM ACTIVITIES

-field trips/tours
-fairs
-clubs
-special assembly/event
-executive-on-loan
-staff development
-paid and unpaid staff internships
-summer teacher employment
-management training
-workshops/conferences
-clearinghouse/brokering
-resource centers
-speakers

-use of company labs/facilities/equipment
-consultation services
-resource banks
-technology programs
-speakers bureau
-career fairs
-new and used equipment donated
-direct financial support
-materials donated and underwritten
-transportation
-technical training on and off school site
-retraining
-summer youth employment
-work-study experiences
-career exploration
-skills training classes
-on-the-job training
-paid and unpaid student internships
-"shadowing" by students and teachers
-student apprenticeships
-"team" teaching
-language instruction (ESL, foreign)
-demonstrations/lectures
-college courses
-writing proposals/developing grants
-curriculum development
-adopt-a-class/friend
-development of partnerships
-research studies
-minigrants
-maxigrants
-health/safety: screening and wellness
-counseling
-mentors
-tutoring
-school advocacy
-serving on education committees/task forces
-parent involvement
-community service
-teacher recognition
-sponsoring special awards/scholarships/incentives/contests (recognition)

Results

DETERMINING OVERALL PROGRAM RESULTS
1. Evaluation Conducted:
a) since program initiation
b) by educators and partners
c) both centrally and at school sites
d) monthly, semi-annually and as needed for specific projects
2. Percent of Program's Budget Used for Evaluation: 25-30%
3. Responsibility for Evaluation: State Executive Director
4. Problems Encountered During Evaluation:
a) lack of precedent/experience
b) management style
c) resistance to evaluation
d) lack of appropriate systems/measurement
e) lack of money
f) apathy
5. Results Reported to:
a) Boards of Education
b) Superintendents of Schools
c) Partnership Advisory Council
d) Partner Organizations
e) Media
f) Parents
g) Community-at-Large
h) State and national organizations
i) Students
j) Funders
6) Reporting Formats:
a) Monthly and semiannual reports to the Program's Indiana Economic Development Council
b) Quarterly Newsletter
c) Quarterly reports to funders
d) Yearly Program Report
e) Videotape and slide presentations
f) Presentations at state and national conferences
g) Fact Sheets
7) Program Processes and Outcomes Measured through IPIEP's activities:
PROGRAM PROCESSES MEASURED:
- number, kind, place and frequency of activities
- number, age and status of youth receiving services
- number and status of adults receiving services
- number and kind of resources provided
- adequacy of resources provided, given the need
- ease or difficulty of facilitating logistical arrangements for activities (transportation, scheduling, etc.)
- kind and number of methods of instruction
- suitability of activities considering learner needs, stage of development and learning style
PROGRAM OUTCOMES MEASURED:
- expansion of students' career awareness
- students' ability to apply school learning to real life situations
- the degree to which:
a) student basic skills improved
b) student job/occupational skills improved
c) student oral and language skills improved
d) student technological skills improved
e) students passed more of their courses
f) student grade averages improved
g) students gained more scholarships

A CONTRIBUTION FROM INDIANA PARTNERS IN EDUCATION PROGRAM'S (IPIEP) CRAWFORD COUNTY SITE: Measuring Partnership Success in Improving: 1) the Reading or Math Scores of 75% of 273 Students by 5% in Identified Areas of Unit Reading Tests or Unit Math Tests; 2) Students' Self-images; and 3) the Community's Image.

ACTIVITIES CHOSEN TO ACHIEVE THE OBJECTIVE

Following receipt of an IPIEP grant, IPIEP staff provided consultation and intensive management training to a "team" of educators, business, non-profit and community organization representatives from Crawford County, IN. A community Partnership Advisory Board was formed. Through letters, meetings and workshops, twenty-two volunteers from parent, business and community groups were recruited, oriented and trained to provide learning reinforcement to students. Special materials (recordkeeping sheets, pre/post test materials, supplementary teaching activities) were prepared to support individualized tutoring sessions.

Teachers received feedback about concerns and successes from tutors. Student progress, related to the achievement of stated objectives, was disseminated through presentations at the school, newspaper coverage of the program and a newsletter mailed to the community.

PLANNING FOR EVALUATION

The governing body of the statewide partnership initiative, IPIEP's Oversight Committee and the Economic Development Council wanted to evaluate the process and outcomes of partnership development. Funding for evaluation was sought through Lilly Endowment who provided a forum in which evaluation consultants could meet and share their experience and expertise related to evaluation of partnerships. The consultants analyzed IPIEP's evaluation needs and presented guidelines for evaluation to meet these needs. Because of the lack of models available in the area of partnership evaluation, the consultants determined that IPIEP needed to start from "square one" to design its program's evaluation component. Funding obtained from Lilly Endowment enabled IPIEP to:

- recruit the consultant services of Delman Educational Communications, Englewood, NJ, to design and facilitate the development of program evaluation procedures, strategies and instruments (including a computerized system to monitor and manage program progress)
- train community partnership site teams to implement program evaluation.

ORGANIZATION OF EVALUATION

With the support of the consultant, IPIEP staff organized evaluation as an integral program component.

Partnership site management teams received formal training in how to administer, coordinate and use evaluation procedures, strategies and instruments for purposes of "tracking" program information and program monitoring.

Following training, site teams modified and adapted these evaluation strategies and instruments (based on available resources and limitations) to meet their program's individual evaluation needs. Program participants had access to specially designed observation, interview and product evaluation instruments to adapt and use at program sites.

For purposes of central coordination and statewide program management needs, sites communicated with the IPIEP central staff through: Program Planning Forms (submitted at the beginning and end of each program year); Time Action Responsibility Plans (TARP) (submitted monthly); and informal phone conversations and meetings at program sites. A computerized system was installed to coordinate the information received centrally.(NOTE: See sample of Product Evaluation Form in Appendix. Samples of other forms and instruments are available upon request).

USING EVALUATION STRATEGIES AND INSTRUMENTS

Adherence to the evaluation process as well as formal reporting were required of sites receiving grants.Sites adapted and used the interview, observation and product evaluation forms developed centrally.Sites also designed their own instruments or used tests, teacher judgement, records, meeting minutes and surveys for their evaluation purposes. The evaluation consultant assisted Crawford County in designing specific recordkeeping and interview tools for their evaluation. The Oversight Committee and funders of IPIEP received monthly and yearly reports. Quarterly newsletters acted as networking tools to disseminate information about sites' evaluation process and program outcomes.

DECISION MAKING BASED ON EVALUATION RESULTS

Crawford County used tests, records and surveys to evaluate their tutoring program. Comparison of pre and post-test results showed definite improvement in grades for the students in the program. There was an overall increase in students' scores from 3% to 27% in math and reading. Teachers reported that students had a better self-image and looked forward to their tutoring sessions. Volunteer survey responses indicated their satisfaction with the program; approximately 90% of the volunteers agreed to return to continue their tutoring activities. Based on evaluation results it was agreed that the program be continued and expanded.

As IPIEP central staff and site teams developed partnerships throughout the State of Indiana, assessment information facilitated the use of evaluation for purposes of:

- short and long-term planning
- documenting long-term effects of programs on participants
- program refinement
- program expansion
- program elimination
- determining program's cost/effectiveness
- re-targeting youth and adult participants groups
- reallocation of resources
- eliciting new resources
- redesigning curriculum
- reassignment of volunteers
- review and redesign of classroom management of instruction
- recognition and celebration of success
- restructuring/redesign of school structures and behaviors
- strengthening school/community relations
- eliciting advocacy support for schools and school districts
- institutionalization and replication of the IPIEP
- formulating policy, writing legislation and research.

Chapter IV

Future Directions For Measuring The Success of Partnerships In Education

Introduction

The nature of partnerships in education programs precludes their easy measurement. Some would say that these programs cannot or should not be measured. However, changing times and conditions and availability of resources have introduced expectations for the "tool" of partnership. These expectations concern the impact of partnership on learner behaviors, achievement and attitudes; on administrative and instructional school infrastructures and behaviors; and on policy and legislation at local, state and national levels. These growing expectations, come from *all* partner groups. Partners in education increasingly seek some measure of accountability in exchange for the human, financial and in-kind resources expended on these programs.

The 24 case studies presented in Chapter III provide the reader with "nuts and bolts" information about the evaluation components of partnership programs managed by experienced and successful partnership leaders. These leaders have wrestled with how to collect, organize, analyze and report evaluation results; they currently use these results as the basis for programmatic decision making. Evaluation is used to determine the degree to which:

-programs that have been developed meet the needs of youth and adult target populations;

-resources have been allocated efficiently and equitably;

-program goals and objectives complement and support those of teachers, schools and the school district at- large;

-partnership structures (adopt-a-school, alliances, volunteer programs, collaboratives, foundations, funds, etc.), facilitate the achievement of goals and objectives, given the partnership's size and "make-up" (who belongs to the collaborative);

-the partnership's scope (local, regional, state and national) and service areas (rural, suburban and urban) are manageable and controllable;

- partnership goals and objectives are achieved;

-activities that are implemented support the achievement of goals and objectives;

-the differing procedures, strategies and instruments provide the depth and breadth of information about program processes and outcomes that enables leaders to make intelligent decisions.

Assessing Process and Outcome

Evaluation is a complex task for program leaders. Results received through the survey demonstrate that assessing process is relatively easy and straightforward. Processes most commonly measured (listed in order of frequency) include:

- the number, kind, place and frequency of activities;
- the number and kind of resources provided;
- the kind and number of methods of instruction;
- the number, age and status of youth receiving services;
- the number and status of adults receiving services;
- the ease or difficulty of facilitating logistical arrangements; and
- the adequacy of resources provided, given the need.

However, even with the use of outside "expert" evaluation consultants, program leaders have had difficulty in clearly demonstrating documenting ***outcomes*** of any kind whether they be programmatic, learner, management, and curriculum, etc. Outcomes that are most frequently measured (listed in order of frequency) include:

- increased oral and written language skills;
- improved basic skills;
- extended career awareness;
- increased ability to apply school learning to real life situations;
- increased technological skills;
- improved attendance;
- increased grade averages;
- increased participation in post-secondary academic and vocational programs; and
- improved staff morale.

It is difficult to measure outcomes that yield the necessary substantive data upon which to base decisions. Evaluators find themselves lacking precedent and experience when evaluating these non-traditional programs. This want of experience appears coupled with the absence of appropriate systems and instruments to use for implementing the evaluations. Other problems encountered during evaluation concern educators resistance to evaluation; insufficient funding dedicated to evaluation; management styles for which evaluation is not a priority; apathy; and time constraints.

Establishing Goals And Objectives

Program leaders have also experienced difficulty in establishing expected program outcomes for the targeted population (students, adults, the school as a whole, etc.). They note that precise, quantifiable goal and objective setting can be hampered when, as often happens:

- partners set global goals and objectives that are not easily measured;
- goals and objectives are developed that are not well understood by participating partners;
- partners perceive such goal/objective setting as a "damper" on the program;
- partners do not understand what they should or could be evaluating;
- there are major differences between the way the program is described on paper and the program as it actually operates. These differences are not necessarily a "negative;" we know that programs evolve, grow and change as they develop. What was intended may not be feasible as the program is developed; for example, anticipated resources may not be available or may be insufficient to meet program needs. However, goals and objectives are often not updated to match changing needs and resources;
- partners see goal setting solely as a means to collect quantitative data that documents the program's process;
- schools and/or teachers "force fit" allocated resources to meet existing school, class and/or student goals and objectives. Just like fitting a "round peg into a square hole," partners must often match available, but inappropriate resources to established instructional objectives, or "add-on" the resources in the form of ancillary activities that are unrelated to the curriculum.;
- partner and school goals differ and these differences, for some reason, are unreconcilable;
- goals and objectives are focused on "feel good" activities, lacking the necessary substance to address such issues as improved achievement and attendance, literacy, dropout reduction, school to work transitions and substance abuse intervention.

The range of experience and expertise in program assessment of the 24 program leaders who responded to the survey was evident when they were asked to list a specific goal/or objective that had been successfully accomplished.

Their responses indicated a clear understanding of behavioral objectives aimed at achieving substantive results. In addition, the survey tally of the kinds of overall program goals/objectives set by these leaders is clearly focused on the following areas (listed in order of frequency):

- enriching the instructional and cultural environment;
- positively motivating students and staff;
- improving student achievement;
- improving student behavior;
- preparing students for post-secondary education, training and employment;
- extending career awareness and specialized/ vocational/job skills;
- providing human, material and financial resources;
- extending staff development;
- improving the school climate and environment;
- reducing dropout;
- improving school and community relations; and
- extending the collaboration of community and government agencies in support of schools.

Activities Chosen To Achieve Defined Objectives

Activities that survey respondents choose to achieve program goals and objectives depends on the needs of the target population; program scope and area to be served; available resources; the defined goal and objective; the program's structure; and special parameters or limitations within which the individual program operates. Our tally of the activities most commonly implemented (listed in order of frequency) included:

- special awards and incentives;
- serving on education committees and task forces;
- workshops and conferences;
- curriculum development;
- staff development;
- speakers;
- field trips and tours;
- direct financial support;
- development of partnerships;
- donation of materials;
- use of company labs and facilities;
- career exploration;
- skills training classes;
- mentoring;
- demonstrations and lectures;
- donation of equipment; and
- teacher recognition.

Measuring Parthership Program Impact

Logistics the Evaluation Process

Over 90% of the programs surveyed for this book have included evaluation as an integral component since the programs were initiated. Evaluation is usually conducted by educators and their partners "in house." Independent evaluators are used to assist in program evaluation when specialized procedures, strategies and instruments are requested; when program leaders determine that evaluation expertise "in house" is insufficient to address evaluation plans; when partners agree that outside evaluation is necessary to document the success of program impact; and when sufficient financial resources are available and dedicated to program evaluation.

Evaluation is usually conducted both centrally and at field sites. Formative evaluation is used primarily for program monitoring purposes; summative evaluation is usually performed annually.

Planning and Organizing Program Evaluation

Survey results indicated that evaluation is developed like any other partnership program component. Joint planning and organization of evaluation usually includes all participating partners, although the partnership's leader has final, overall responsibility for program evaluation.

Educators appear to traditionally take the lead in this process, particularly in partnership programs that are based in a city's school district. It is interesting to note that in all but one of the case studies surveyed, parent and student representatives are minimally involved in this planning and organization. Nevertheless, program leaders specified that increased parent and student involvement was often an important goal or objective.

These program leaders set schedules for evaluation in a timely manner so that participants from all partner groups know what evaluations to expect and when to expect them. Leaders try to avoid "surprises" in this program area since evaluation is often perceived (particularly by educators) as a negative, bothersome intrusion. It appears that assessment is more accepted and the response rate is greater when:

-all partner groups participate in the planning and organization of the evaluation;

-the schedule for the preparation, distribution and collection of evaluation instruments is expected and known to all partners; and

-the evaluation instruments that are prepared are easy for respondents to complete. Evaluation results are most usually reported to partner organizations, Boards of Education, superintendents of schools and partnership Advisory Councils. Other audiences who receive evaluation results include the media, the community-at-large and parents.

Using Evaluation Strategies and Instruments

In the programs surveyed, strategies used to collect information about program process and outcome appear to be straightforward and related integrally to ongoing program implementation. These strategies, like the instruments described below, are designed to support efficient and effective program management, program improvement, program expansion, and efficient allocation of available resources.

Instruments that are most frequently used to measure program process and outcomes include (in order of frequency): surveys; interviews; observations; teacher judgement; review of records (of grades, attendance, courses passed, suspensions, detentions, class cutting, tardiness, adult participation and attendance); meeting minutes; memos; and student self-evaluations. Samples of these instruments can be found in Appendix.

Upon review of these instruments themselves and of the evaluation results collected from these instruments, it appears that the instruments achieve the purposes for which they were intended. They are used to support general program management, thereby serving as recordkeeping tools. They also serve as formative monitoring tools to collect information for use in mid-point program adjustments of procedures, strategies and activities. Last, the instruments are designed to collect necessary information in a format that can be easily tallied and analyzed with a minimum waste of time and energy. In the majority of the programs surveyed, information is entered into computer systems, analyzed and then used as a basis for programmatic decision making.

Decision Making Based on Evaluation Results

Program leaders use both formative and summative evaluation as the basis upon which to make decisions most frequently related to (listed in order of frequency):

- short and long-term planning;
- program refinement;
- program expansion;
- recognition and celebration of program success;
- institutionalization and replication of the program;
- documentation of long-term effects of the program on participants;
- review and redesign of the delivery of instruction;
- eliciting new resources;
- strengthening community relations; and
- redesigning curriculum.

Evaluation is used less frequently for purposes of eliminating activities; determining the program's cost- effectiveness; eliciting advocacy support for the school and/or school district; restructuring/redesign of school structures and behaviors; review and redesign of classroom management of instruction; and re-targeting youth and adult participant groups.

FUTURE DIRECTIONS FOR MEASURING THE SUCCESS OF PARTNERSHIPS IN EDUCATION

What We Know

Program leaders who responded to the survey provided a wealth of information about their programs' evaluation components. This information was compiled into 24 case studies. Readers who review the case studies will learn about the "nuts and bolts" of current evaluation planning, organization, and implementation. The use and value of evaluating partnership programs are also described in detail. Data from the surveys tells us that these programs differ in content and format; that partners have a wide range of program goals and objectives; that the program's scope can be local, state and/or national; that target populations can include youths (preschool through grade 12) and/or adults; and that programs serve these populations in urban, suburban and rural areas.

We also learned that planning, organizing and implementing the evaluation of these non-traditional programs, no matter what procedures, strategies and instruments are used, are not easy tasks. Partners continue to work 1) to create new means and/or 2) to refine and adapt existing evaluation procedures, strategies and tools to:

-more efficiently facilitate the logistics of program evaluation;

-collect substantive process and outcome data about program impact;

-organize and analyze data for purposes of programmatic decision-making;

-recruit financial support for associated costs (if evaluations are multifaceted and use outside consultant services).

-address the sensitivities and conflicting expectations and pressures of partners:

a) who don't want the program evaluated or

b) who do want the program evaluated.

Future Directions for Partnership Program Evaluation

Partnerships in education are non-traditional, supplemental programs that currently (for example): enrich and support instruction; provide incentives and recognition for improvement in learner achievement, attitudes and behavior; assist and provide technical and management assistance to teachers, school administrators, schools and school districts; and lobby and advocate for school improvement efforts. The flurry of activity surrounding legislation, Business Round-tables (at state and national levels), national forums, symposia and task forces, speaks to the potential of partnership as a tool that could have even greater influence on school reform.

The fulfillment of such expectations rests on knowing what partnerships/alliances/collaboratives/public and private interactions have thus far accomplished to support school improvement efforts. There is a real "need to know" about program processes and outcomes. The current "state of the art" of partnership program evaluation is at an elementary level. Leaders of the Partnerships in Education Movement are just beginning to use evaluation to collect the data necessary to make informed programmatic decisions beyond the restricted program area, class, school and district. These leaders come from the private and public sectors and participate in national networks formed under such groups as the National Association of Partners in Education (VA), the National Community Education Association (VA), The Triangle Coalition for Science and Technology Education (MD), *Partnerships in Education Journal* (FL), the National Alliance of Business (DC), Volunteer, The National Center (VA), and the U.S. Chamber of Commerce (DC), just to name the major groups. Over the next few years, these leaders will gain further experience as they evaluate the impact of their local, state and national programs. Even now, baseline data is being collected and entered into computer databases, for example, at local (Los Angeles) state (SC, FL) and national (National Association of Partners in Education) levels; these databases encourage ongoing sharing and exchange of current, exemplary evaluation procedures, practices and tools. With the assistance of this technology, partnership leaders from the private and public sectors can use evaluation to strengthen and solidify the established networks. The collected data then establishes the base of support to encourage, facilitate and promote increasingly substantive and extensive school improvement through private and public sector collaboration.

Appendix

*2

NATIONAL ACADEMY OF FINANCE INSTITUTE FOR STAFF DEVELOPMENT
AUGUST 8 - 13, 1989

ACTIVITIES EVALUATION SHEET

To ensure good conference programming, the participants' evaluation of specific events is essential.

This year, we are asking that you carefully critique each session immediately after it concludes -- while it is still fresh in your mind. The evaluation form is simple: it offers a quick rating procedure and room for comments.

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	Poor	Fair	Good	Excellent	Did Not Attend

TUESDAY, AUGUST 8, 1989

Early Registration 1 2 3 4 5 6

Comments____

General Session 1 2 3 4 5 6

Comments____

WEDNESDAY, AUGUST 9, 1989

Tour and Presentation: 1 2 3 4 5 6
Depository Trust

Comments____

Tour: 1 2 3 4 5 6
American Stock Exchange

Comments____

Tour: 1 2 3 4 5 6
N.Y. Federal Reserve

Comments____

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ACTIVITIES EVALUATION SHEET - WEDNESDAY, AUGUST 9, 1989

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	**Poor**	**Fair**	**Good**	**Excellent**	**Did Not Attend**

Tour and Presentation:
Shearson Lehman - Capital Markets 1 2 3 4 5 6

Comments______________________________

Tour and Presentation:
Oppenheimer - Capital Markets 1 2 3 4 5 6

Comments______________________________

Tour and Presentation:
New York Stock Exchange 1 2 3 4 5 6

Comments______________________________

Registration 1 2 3 4 5 6

Comments______________________________

Round Table:
Advisory Board Chairpersons 1 2 3 4 5 6

Comments______________________________

Welcome and Orientation 1 2 3 4 5 6

Comments______________________________

International Trade 1 2 3 4 5 6

Comments______________________________

ACTIVITIES EVALUATION SHEET - THURSDAY, AUGUST 10, 1989

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	Poor	Fair	Good	Excellent	Did Not Attend

Risk Management: International Lending 1 2 3 4 5 6

Comments____

Instructional Strategies 1 2 3 4 5 6

Comments____

Solving the International Debt Problem 1 2 3 4 5 6

Comments____

New Health & Life Insurance Products 1 2 3 4 5 6

Comments____

Commodity Challenge Economics Project 1 2 3 4 5 6

Comments____

Raising Capital in Foreign Markets: A New Strategy 1 2 3 4 5 6

Comments____

ACTIVITIES EVALUATION SHEET - FRIDAY, AUGUST 11, 1989

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	Poor	Fair	Good	Excellent	Did Not Attend

Art of Corporate Training 1 2 3 4 5 6

Comments ____________________

Classroom Applications 1 2 3 4 5 6

Comments ____________________

Review of Textbooks and Academy Resource Materials 1 2 3 4 5 6

Comments ____________________

State of the Economy 1 2 3 4 5 6

Comments ____________________

Time Management for Students 1 2 3 4 5 6

Comments ____________________

Ethics in Corporate America 1 2 3 4 5 6

Comments ____________________

Teachers Forum: Program & Classroom Concerns 1 2 3 4 5 6

Comments ____________________

Managers Forum: How to Promote the Academy of Finance 1 2 3 4 5 6

Comments ____________________

ACTIVITIES EVALUATION SHEET - SATURDAY, AUGUST 12, 1989

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	Poor	Fair	Good	Excellent	Did Not Attend

Sharing of Instructional Strategies and Concerns 1 2 3 4 5 6

Comments____

____

____

Effective Integration of Technology into the Curriculum 1 2 3 4 5 6

Comments____

____

____

Merely a Teacher: Reflections on the Craft 1 2 3 4 5 6

Comments____

____

____

#2

SUMMARY EVALUATION SHEET
FOR THE PERIOD AUGUST 9 - 12, 1989

Please use this 6-point scale and be free with your comments.

1	2	3	4	5	6
Unsatisfactory	Poor	Fair	Good	Excellent	Did Not Attend

Pre-registration Materials and Information 1 2 3 4 5 6

Comments ______________________________

Registration On-site 1 2 3 4 5 6

Comments ______________________________

Conference Materials On-site 1 2 3 4 5 6

Comments ______________________________

Hotel Accommodation 1 2 3 4 5 6

Comments ______________________________

Overall Conference 1 2 3 4 5 6

Comments ______________________________

1. How can this conference be improved? ______________________________

2. What were the two least effective activities? ______________________________

3. What were the two most effective activities? ______________________________

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4. How can the national office of the Academy of Finance assist you? ___________

5. What sessions would you recommend for next year's conference? ___________

6. For those who attended last year's conference (based on your evaluation of last year's conference), how has this year's conference addressed your recommendations? ___________

7. List three ways of recognizing outstanding Academy teachers: ___________

8. Please prioritize in numerical sequence (#1, most desirable, etc.) the following services which you would like to see provided by the National office:

___ National newsletter
___ Video tape lessons
___ National exit exam
___ List of instructional software for finance related classes
___ Library
___ Funding of ___________
___ Guide for ___________
___ A new curriculum guide for ___________
___ Other ___________

9. What dates in August of 1990 would you prefer next year's institute to be held in Seattle?

___ August 15 - August 19, 1990
___ August 8 - August 12, 1990

10. Have we achieved our goals? ___________

THANK YOU FOR PARTICIPATING.

#3A

SYRACUSE UNIVERSITY
PROJECT ADVANCE
IMPACT STUDY SURVEY
TEACHER VERSION

Directions:

1. The statements below suggest possible influences SUPA may have had on you, your students, your school and/or school district. Respond to each item based on your overall experience teaching SUPA courses. Circle (++) if you strongly agree with the statement, (+) if you agree, (-) if you disagree, (--) if you strongly disagree. Circle NA if the statement does not apply to your own experiences.
2. Use the COMMENTS space to emphasize points that you feel are particularly important.
3. Return the survey to Project Advance in the enclosed postage-paid envelope.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
A. As a result of taking SUPA courses, the majority of my students:					
1. develop better study habits.	++	+	-	--	NA
2. learn to manage time more effectively.	++	+	-	--	NA
3. have more realistic expectations of college work.	++	+	-	--	NA
4. become better informed in their choice of college majors.	++	+	-	--	NA
5. develop a more realistic view of their academic strengths and weaknesses.	++	+	-	--	NA
6. are more willing to meet academic challenges.	++	+	-	--	NA
7. value their high school experience more highly.	++	+	-	--	NA
8. give class assignments and projects more serious attention.	++	+	-	--	NA
9. become more adept at learning independently.	++	+	-	--	NA
10. become more adept at tasks requiring analysis and synthesis.	++	+	-	--	NA
11. write more effectively.	++	+	-	--	NA
12. express themselves better when speaking.	++	+	-	--	NA
13. are exposed to higher academic requirements and standards.	++	+	-	--	NA

COMMENTS: ______________________________

____

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
B. As a result of teaching SUPA courses, I have:					
14. learned new theories and methods of teaching.	++	+	-	--	NA
15. enjoyed the support given me by colleagues from SU and from other school districts.	++	+	-	--	NA
16. found my job more challenging					
17. had various other professional activities open up for me such as teaching other college courses, writing for professional publications, and/or giving conference presentations.	++	+	-	--	NA
18. been perceived by students as having a higher status in my school.	++	+	-	--	NA
19. been released from other school duties, enabling me to give my courses and students more "quality time."	++	+	-	--	NA
20. found it more difficult to find time to fulfill my other school responsibilities.	++	+	-	--	NA
21. found greater satisfaction and fulfillment in my work.	++	+	-	--	NA
22. received a greater amount of feedback from students and parents which has given me a greater sense of accomplishment.	++	+	-	--	NA
23. found negotiations with principals, supervisors more difficult because of such SUPA requirements as maximum class size and teaching workload.	++	+	-	--	NA
24. been asked more frequently to contribute to in-service teacher training and/or curriculum development programs.	++	+	-	--	NA
25. had greater opportunities to experiment with innovative ways of teaching.	++	+	-	--	NA
26. been encouraged to remain in the teaching profession.	++	+	-	--	NA

COMMENTS:

C. The presence of SUPA in my school has led to the following curricular changes in my department:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
27. more teacher-produced instructional materials based on SUPA examples.	++	+	-	--	NA
28. increased resources such as library materials, AV and lab equipment, or computers.	++	+	-	--	NA
29. greater emphasis on individualized learning.	++	+	-	--	NA
30. tracking and/or acceleration of students in the lower grades (8-11).	++	+	-	--	NA
31. greater awareness and/or use of alternative methods of teaching based on SUPA methods.	++	+	-	--	NA
32. redefinition of course objectives to include prerequisite skills and knowledge for taking SUPA courses.	++	+	-	--	NA
33. reorganization of course content in grades 9-12.	++	+	-	--	NA
34. addition of new content to strengthen course offerings in grades 9-12.	++	+	-	--	NA
35. revised criteria and standards for assessing student performance.	++	+	-	--	NA

If you answered "Strongly Agree" (++) or "Agree" (+) to statements 32 through 35, please briefly identify specific curricular changes below:

D. As a result of attending SUPA workshops and seminars, I have:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
36. been further exposed to new ideas and developments in my discipline.	++	+	-	--	NA
37. picked up new ideas for developing instructional materials or revising other non-SUPA courses.	++	+	-	--	NA
38. learned special skills that have made me more valuable to my school.	++	+	-	--	NA
39. enjoyed a greater sense of professional recognition.	++	+	-	--	NA
40. established ongoing contacts with SU faculty and teachers from other districts.	++	+	-	--	NA

COMMENTS: ____

____

____

____

E. My school's participation in SUPA has:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
41. encouraged seniors to elect a more challenging academic schedule rather than enroll in required courses only.	++	+	-	--	NA
42. helped raise the morale of the senior class.	++	+	-	--	NA
43. enhanced the school's prestige in the community.	++	+	-	--	NA
44. enjoyed strong support from parents.	++	+	-	--	NA
45. led to course scheduling difficulties which have tended to strain relationships between SUPA teachers and school administrators.	++	+	-	--	NA
46. helped my school to meet our goal, or state-mandated goal, of providing advanced courses for accelerated students.	++	+	-	--	NA
47. enjoyed the community's general approval and support.	++	+	-	--	NA

COMMENTS: ____

____

____

____

48. State briefly in your own words what you believe to be the single greatest impact SUPA has had on you or on your students or on your school.

Thank you for your cooperation in completing this survey.

#3B

SYRACUSE UNIVERSITY
PROJECT ADVANCE
FOLLOW-UP QUESTIONNAIRE
CLASS OF 1986

NAME ______________________________ HIGH SCHOOL ATTENDED ____________________

SOCIAL SECURITY NUMBER _ _ _ - _ _ - _ _ _ _

SECTION A

1. Are you currently attending college? ☐ yes ☐ no
   If yes, give the name and city of your college ____________________________

2. Overall, how would you rate your Project Advance experience? (check one)
   ☐ excellent ☐ good ☐ fair ☐ poor

3. The statements below suggest possible influences Project Advance may have had on you. Circle (++) if you strongly agree with the statement, (+) if you agree, (-) if you disagree, (--) if you strongly disagree. Circle NA if the statement does not apply.

As a result of taking Project Advance courses, I:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
a. developed better study habits.	++	+	-	--	NA
b. learned to manage time more effectively.	++	+	-	--	NA
c. had more realistic expectations of college work.	++	+	-	--	NA
d. became better informed in my choice of college majors.	++	+	-	--	NA
e. developed a more realistic view of my academic strengths and weaknesses.	++	+	-	--	NA
f. became more willing to meet academic challenges.	++	+	-	--	NA
g. value my high school experience more highly.	++	+	-	--	NA
h. gave class assignments and projects more serious attention.	++	+	-	--	NA
i. became more adept at learning independently.	++	+	-	--	NA
j. write more effectively.	++	+	-	--	NA
k. express myself better when speaking.	++	+	-	--	NA
l. was exposed to higher academic requirements and standards.	++	+	-	--	NA

4. For the benefit of students from your former high school who may be considering Project Advance next year, please write a comment or two that we might share with them concerning your general impression of the overall value of SUPA as a preparation for college.

   ____
   ____
   ____

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SECTION B Complete this section ONLY if you are now attending college.

5. Did you attempt to transfer any of your Project Advance credit to your college using an official Syracuse University transcript? ☐ yes ☐ no

If **yes**, go to questions 6 and 7.
If no, why not? Check the one most important reason from the list below and then go to question 7.

- ☐ I plan to transfer my Project Advance credits in the near future, but I haven't done so yet.
- ☐ I decided that I would benefit by repeating a similar college course(s) as a college freshman.
- ☐ My grades in Project Advance were too low to transfer.
- ☐ I was told by a college official that I would not be able to transfer my Project Advance credits.
- ☐ I thought my college would not accept the credit, so I didn't bother to request credit transfer.
- ☐ I didn't know that I was supposed to request an official Syracuse University transcript.
- ☐ I received exemption or placement in an advanced course without having to present an official Syracuse University transcript.
- ☐ Other (explain) ____
  ____

6. If you did try to transfer credit, indicate, to the best of your knowledge, how your Project Advance credit was handled by the college you are now attending. For each SUPA course in which you enrolled, check the box corresponding to the letter from the key below that best describes the decision your college made:

College Decision Key

B - BOTH credit and exemption were granted.
E - EXEMPTION from a required course(s) was granted, but no credit was granted.
C - CREDIT was awarded, but you were not exempted from a required course.
N - NEITHER credit nor exemption was granted. (Explain in comments column.)
O - OTHER, please explain in the comments column (e.g., placed in an honors or advance section, still awaiting college decision regarding SUPA coursework).

COURSE	COLLEGE DECISION					COMMENTS
ENG 101-102 Freshman English	**B**	**E**	**C**	**N**	**O**	
Essay	☐	☐	☐	☐	☐	____________
Fiction	☐	☐	☐	☐	☐	____________
Poetry	☐	☐	☐	☐	☐	____________
Minicourse 1	☐	☐	☐	☐	☐	____________
Minicourse 2	☐	☐	☐	☐	☐	____________
Independent Study	☐	☐	☐	☐	☐	____________
PSY 205 Foundations of Human Behavior	☐	☐	☐	☐	☐	____________
SOC 201 Introduction to Sociology	☐	☐	☐	☐	☐	____________
MATH 295-296 Calculus						
Credit 1	☐	☐	☐	☐	☐	____________
Credit 2	☐	☐	☐	☐	☐	____________
Credit 3	☐	☐	☐	☐	☐	____________
Credit 4	☐	☐	☐	☐	☐	____________
Credit 5	☐	☐	☐	☐	☐	____________
Credit 6	☐	☐	☐	☐	☐	____________
BIO 121 Biology (1st Semester)	☐	☐	☐	☐	☐	____________
BIO 123 Biology (2nd Semester)	☐	☐	☐	☐	☐	____________
CHEM 106 Chemistry (1st Semester Lecture)	☐	☐	☐	☐	☐	____________
CHEM 107 Chemistry (1st Semester Lab)	☐	☐	☐	☐	☐	____________
CHEM 116 Chemistry (2nd Semester Lecture)	☐	☐	☐	☐	☐	____________
CHEM 117 Chemistry (2nd Semester Lab)	☐	☐	☐	☐	☐	____________
ECE 161 Digital Structures	☐	☐	☐	☐	☐	____________
ECE 281 Computer Organization	☐	☐	☐	☐	☐	____________

7. ANSWER THIS QUESTION ONLY IF as a result of the course(s) you completed through Project Advance you enrolled in an advanced course in the same subject area at your college.

In the space below: a) List the Project Advance course(s) which qualified you for advanced study in the same subject area; b) Rate how well the Project Advance course prepared you for the advanced course; c) Write the title of the advanced course you took in college; d) Check your actual or expected grade in the advanced course. An example response is shown.

	Preparation Rating			
SUPA Course	**excellent**	**good**	**fair**	**poor**
Example: Math 295-296	☐	☐	☐	☐
____________________	☐	☐	☐	☐
____________________	☐	☐	☐	☐
____________________	☐	☐	☐	☐

	Actual or Expected Grade in Advanced Course				
Title of Advanced Course	**A**	**B**	**C**	**D**	**F**
Example: Calculus III	☐	☐	☐	☐	☐
____________________	☐	☐	☐	☐	☐
____________________	☐	☐	☐	☐	☐
____________________	☐	☐	☐	☐	☐

After completing this questionnaire, please return it to
Syracuse University Project Advance
(111 Waverly Avenue, Syracuse, NY 13244-2320) using the envelope provided.
No postage is necessary.

Thank you very much for your help!

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#4

LOS ANGELES UNIFIED SCHOOL DISTRICT
PARTNERSHIP PROGRAMS DATA INFORMATION FORM

SCHOOL/OFFICE: ____________________ LOCATION CODE: ______ DATE: ______________

SURVEY DIRECTIONS: Using a #2 pencil, fill in all the appropriate bubbles () and provide additional information as requested.

For the purpose of this survey, an educational partnership is a program, activity, or activities that are a cooperative endeavor between a school or office and an outside individual or sponsoring organization. Sponsoring organizations may include business groups, parent organizations, colleges/universities, foundations, government and community agencies and other entities.

A. PARTNERSHIP NAME (fill out a separate form for each partnership program)

() Adopt-A-School
() Applied Economics
() Business Issues in the Classroom
() Focus on Youth
() Invent America
() Law Day
() Los Angeles Beautiful
() Math, Engineering, Science Achievement (MESA)
() Project Business
() Regional Occupational Program (ROP)
() Small Grants for Teachers
() Young Astronauts
() Youth Motivation Task Force (YMTF)
() Special Instructional Support
() Others (list): ____________________

B. DATE PROGRAM BEGAN

C. PROGRAM STATUS

() Planning Stage
() Operational
() To Be Expanded
() To Be Discontinued

D. PARTNER INFORMATION (NOTE: If the above Partnership Program has more than one partner, attach additional partner information to this form.)

PARTNER #1:
COMPANY/ORGANIZATION NAME:
CEO/SENIOR EXECUTIVE: ____________________ TITLE: __________
CONTACT PERSON: ______________ TITLE: __________ PHONE ( ) __________
ADDRESS: ____________________ CITY: __________ ZIP: ______

E. KIND OF COMPANY/ORGANIZATION

() Advertising/Marketing
() Agri-Business
() Armed Services
() Association/Foundation
() College/University
() Community Agency
() Construction
() Entertainment
() Financial/Banking
() Fine Arts/Humanities
() Government
() Health Care
() Hospitality/Recreation
() Insurance
() Manufacturing
() Marine Science
() Media/Publishing
() Professional (Dr., Lawyer, etc.)
() Public Relations
() Religious
() Restaurant/Food Service
() Sales/Service
() Science/Technology
() Sports/Fitness
() Transportation
() Utilities
() Other: ______________

F. PROGRAM TARGET GROUPS (Fill in all groups that apply)

1. STUDENT
() PreKdg
() Kdg
() Grade 1
() Grade 2
() Grade 3
() Grade 4
() Grade 5
() Grade 6
() Grade 7
() Grade 8
() Grade 9
() Grade 10
() Grade 11
() Grade 12
() Special Education
() Adult Education

2. ADULT
() Teachers
() Parents
() Administrators
() Others (list): __________

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G. PROGRAM FOCUS, OBJECTIVES AND ACTIVITIES

1. PROGRAM FOCUS (Fill in all groups that apply)

() Bilingual/ESL
() Career Awareness
() Computer Science
() Dropout Prevention
() Financial Support
() Fine Arts (music, art, drama, dance)
() Language Arts
() Mathematics
() Parent Education
() Physical Education/ Health/Safety
() Reading
() Science
() Social Studies
() Substance Abuse Prevention
() Tutorial
() Vocational Education
() Other:____________________

2. PROGRAM OBJECTIVES AND ACTIVITIES (Fill in all that apply)

() **OBJECTIVE: PROMOTE SELF-ESTEEM**

() Attendance Incentive Program
() Citizenship Program
() Leadership Programs
() Mentors
() School Clubs and Groups
() Other:____________________

() **OBJECTIVE: IMPROVE ACHIEVEMENT**

() Educational Tours and Field Trips
() Guest Speakers, Lectures, Demonstrations
() Reading Incentive Program
() Specialized Contest (speech, spelling, essay)
() Tutoring in Subject Area
() Other:____________________

() **OBJECTIVE: ENHANCE INSTRUCTIONAL SUPPORT**

() Staff Development (Teachers, Parents, Volunteers)
() Staff Minigrants/Maxigrants
() Staff Recognition
() Teacher Employment
() Team Teaching
() Other:____________________

() **OBJECTIVE: ENRICH LEARNING ENVIRONMENT**

() Anti-Vandalism Programs
() Display Student/Employee Art Work
() School and Community Service
() School Beautification/Pride Programs
() Special Assemblies, Fairs
() Other:____________________

() **OBJECTIVE: STRENGTHEN SCHOOL/ COMMUNITY RELATIONS**

() Attend PTA/School Site Council Meetings
() Exchange Site Facil. for Partner Activ.
() Host Events for Partners
() Perform at Partner's Social/Holiday Events
() Volunteer Recognition
() Other:____________________

() **OBJECTIVE: PROMOTE CAREER AWARENESS**

() Business and Industry Visitations
() Career Day Programs and Fairs
() Career Shadowing
() Employment (Jobs/Skills Development for Students)
() Executive-On-Loan
() Other:____________________

() **OBJECTIVE: PROVIDE MATERIAL/FINANCIAL RESOURCES**

() Awards and Incentives
() Bus Transportation
() Equipment Donation
() Materials Donation
() Scholarships
() Other:____________________

H. ADDITIONAL SCHOOL NEEDS (Choose only two school needs and list kind of need on the line provided):

(EXAMPLE: () Careers: Promote and Develop Career Fair

() Careers: Promote and Develop____________________
() Equipment____________________
() Improve School/Community Linkages____________________
() New Instructional or Enrichment Programs____________________
() Scholarships____________________
() Site Improvement____________________
() Staff Development____________________
() Other____________________

RETURN TO PARTNERRSHIP OFFICE H237.

____
PRINCIPAL SIGNATURE

CHILDREN'S CARAVAN LITERACY PROGRAM
Interview Protocol to Use with Elementary Students

The pre-post semi-structured interview protocol for students is as follows:

SET A -- CONTRIBUTIONS IN GROUPS

a. In your regular classroom, are you part of a reading group, math group, other groups? (If yes, continue....)

b. Did you work in a group today (or yesterday, this week, sometime recently)?

c. How many students are in the group?

d. What do you do in the group?

e. Are you asked questions? If yes, what kinds of questions?

f. How do you feel when you are asked questions? Can you usually answer them?

g. If the teacher asks a question and anyone in the group can answer, do you often volunteer to answer?

h. Do you ask questions yourself? What kinds of questions do you ask?

i. Do you like working in this group? Why or why not?

SET B -- SELF PERCEPTIONS

a. Do you ever feel important? (Get examples of situations, probe for what it is about the situations that make child feel important)

b. Do you ever feel important in school? (Get examples of situations) Did you feel important sometime today, yesterday, other recent days? (Get examples and what it is about the situations that made child feel important, probe for frequency)

c. (If child does not give any Caravan experiences as examples...) Do you ever feel important when you go down to the Caravan? Why or why not? Do you ever feel important when you're on the Caravan? (Get examples of situations and what it is about them that made child feel important). Did you feel that way today (or recently)? (Probe for frequency).

SET C -- MEANINGFULNESS OF READING STORIES

a. Do you have a favorite story you like to read? (If so...) What is it? What is it about that story that makes it your favorite?

b. Are there other stories you like to read? (Name if possible, describe what you like about each)

c. Do you take home stories to read, or read stories in books from your classroom or school library? (Ask for recent examples, how many each week.)

d. Do you ever read a story, even if no one asks you to? (Probe for type and frequency.)

These additional questions were asked in the post-interview only:

1. Did you enjoy the program?
2. Would you recommend the program to other students?
3. If you were the Caravan teacher, what would you keep the same? What would you change?

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#6

GENERATIONS TOGETHER
SENIOR CITIZEN SCHOOL VOLUNTEER PROGRAM
Teacher Year End Questionnaire

1988 - 1989 SCHOOL YEAR

Now that you are approaching the completion of your participation in the SCSVP for the 1988-89 school year, we would appreciate a few minutes of your time to complete the following questions. We are very interested in your opinion and observations about this program.

The information you supply will help us to identify the strengths of the program and determine areas in need of improvement.

Long-term participants in this program will recognize the material in this questionnaire. It is very helpful to us if you complete this information on an annual basis. Generations Together reviews these questionnaires annually and tabulates the information for the purpose of research on this program. Your continuing input is very helpful to us.

If you have worked with more than one volunteer during the school year, please answer the applicable questions by representing each volunteer with a different letter (e.g., A, B, C, etc.) in the appropriate space.

Please return this questionnaire to the school liaison. THANK YOU for your time!

1. NAME ______________________________

2. SCHOOL ______________________________

3A. GRADE LEVEL(S) and/or SUBJECTS TAUGHT ______________________________

B. If you have worked with any special programs or students, please indicate (e.g., educable mentally handicapped, learning disabilities, learning and adjustment programs, at-risk student programs).

1) ______________________________
2) ______________________________
3) ______________________________
4) ______________________________

4. How many volunteers did you work with in your classroom this year? _____

5. Please indicate the average number of hours per week you had a volunteer in the classroom. _____

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6A. Place a check before the subject area in which your volunteer(s) participated. Please check all that apply.

B. Place a check after the subject area in which you believe students demonstrated growth as a result of the volunteer participation. Please check all that apply.

(1) ___ Math ___
(2) ___ Art ___
(3) ___ Handwriting ___
(4) ___ Home Economics ___
(5) ___ Industrial Arts ___
(6) ___ Typing ___
(7) ___ Business ___
(8) ___ Social Studies ___
(9) ___ Grammar/English Language
(10) ___ Creative Writing ___
(11) ___ Science ___
(12) ___ Reading ___
(13) ___ Music ___
(14) ___ Spelling ___
(15) ___ Physical Education ___
(16) ___ Library ___
(17) ___ Communication Skills ___
(18) ___ Self Care ___
(19) ___ Other, please specify:
____
____

7A. Place a check in front of the materials which the volunteer(s) used with students. Please check all that apply.

B. Place a check after the materials which you believe were most helpful. Please check all that apply.

(1) ___ Workbooks/Ditto sheets ___
(2) ___ Flash cards ___
(3) ___ Curriculum kits ___
(4) ___ Audio-Visual aids ___
(5) ___ Industrial Arts equipment ___
(6) ___ Science materials ___
(7) ___ Typewriters ___
(8) ___ Commercial & Business ___
(9) ___ Educational games ___
(10) ___ Text books ___
(11) ___ Arts & Crafts materials ___
(12) ___ Home Economics materials ___
(13) ___ Computers ___
(14) ___ Volunteer/Teacher made materials ___
(15) ___ Manipulatives/Communication Boards ___
(16) ___ Other (please specify):
____
____

8. With which of the following groupings did the volunteer(s) work?

(1) ___ Individual student
(2) ___ Small groups of students
(3) ___ Large groups of students
(4) ___ Whole class

9. With which of the following types of students did the volunteer work?

(1) ___ above average students
(2) ___ average students
(3) ___ below average students

10A. Which of the following skills, experiences or hobbies did the volunteer(s) share with students? Please check all that apply.

(1) ___ Arts -- please specify ____________________
(2) ___ Sports -- please specify ____________________
(3) ___ Handicrafts -- please specify ____________________
(4) ___ Travel experiences -- please specify ____________________
(5) ___ Work experiences -- please specify ____________________
(6) ___ Other -- please specify ____________________

B. Have the skills, experiences or hobbies shared by the volunteer(s) enhanced the classroom curriculum?

(1) ___ Yes (2) ___ No (3) ___ Not Sure

11. Please indicate the extent to which you believe the students in your class(es) gained in each of the following areas as a result of the volunteer(s) being in your classroom.

	A Great Deal	Somewhat	Not At All	Don't Know
A. Self-esteem	___	___	___	___
B. Academic growth (improvement in reading, writing, etc.)	___	___	___	___
C. Social growth (sense of responsibility, improved behavior)	___	___	___	___
D. Life skills (decision making, self-management, self-care)	___	___	___	___
E. Interest in what happens around them	___	___	___	___
F. Understanding of aging	___	___	___	___
G. Positive behavior toward others	___	___	___	___
H. Positive attitudes toward older persons	___	___	___	___

12. Please indicate how the volunteer's (s') presence and personal characteristics contributed to the following:

	More Common	No Change	Less Common	Don't Know
A. Aggressive student behavior	___	___	___	___
B. Students motivated to learn	___	___	___	___
C. Positive student behavior	___	___	___	___
D. Cooperative student behavior	___	___	___	___
E. Students relaxed/contented	___	___	___	___
F. Teacher time to work with individual students	___	___	___	___
G. Teacher time to work with small student groups	___	___	___	___
H. Teacher time to work with large student groups	___	___	___	___
I. Teacher time to work with whole class	___	___	___	___
J. Teacher time to plan classroom activities	___	___	___	___
K. Teacher insight into student behavior	___	___	___	___

13. Has the volunteer's (s') presence and personal characteristics contributed to the quality of your classroom environment?

(a) ___ Yes (b) ___ No (c) ___ Not Sure

14. Did the participating volunteer(s) in your classroom give you any further insight into the behavior of students in your classroom?

(a) ___ Yes (b) ___ No (c) ___ Not Sure

If "Yes," what? - ______________________________
____
____

15. Please indicate the extent to which the following were problems:

	A Great Deal	Somewhat	Not At All	Don't Know
A. Communication between the volunteer(s) and you	___	___	___	___
B. The volunteer's (s') attendance	___	___	___	___
C. Students' responsiveness to the volunteer(s)	___	___	___	___
D. Volunteer's (s') ability to get along with students	___	___	___	___
E. Time to plan activities	___	___	___	___
F. Volunteer's (s') ability to carry out their classroom role	___	___	___	___

16. How did the students react to:

A. Working with the senior citizen volunteer(s)?

(1) ___ Positively (2) ___ Don't Know (3) ___ Negatively

B. The absence of the senior citizen volunteer(s) on a scheduled day?

(1) ___ Students were concerned or disappointed
(2) ___ No reaction
(3) ___ Volunteer was hardly or never absent

17. What changes have you generally observed in the relationships between the volunteer(s) and the students over the school year?

____
____
____

18. In your opinion, how could the Senior Citizen School Volunteer Program in your school be improved?

____
____
____

19A. How has your participation in this program affected your own attitude toward aging?

(1) ___ More Positively (2) ___ No Change (3) ___ More Negatively

B. If you have checked "No Change," is it because:

(1) ___ You always had a positive attitude toward aging and it continues to be the same
(2) ___ You always had a negative attitude toward aging and it continues to be the same

20A. How has your participation in this program affected your own attitude toward older people?

(1) ___ More Positively (2) ___ No Change (3) ___ More Negatively

B. If you have checked "No Change," is it because:

(1) ___ You always had a positive attitude toward older people and it continues to be the same
(2) ___ You always had a negative attitude toward older people and it continues to be the same

21. What is your overall rating of the program?

(1) ___ Excellent (2) ___ Good (3) ___ Fair (4) ___ Poor

22. Would you like to participate in the program next year?

(1) ___ Yes (2) ___ No (3) ___ Not Sure

23. If you have any additional comments on the program, the volunteer(s) you worked with, etc., please indicate.

____
____
____
____

Thank you.

#7A

SAN FRANCISCO SCHOOL VOLUNTEERS
PROJECT THINK/WRITE
1988-1989 PROJECT YEAR
PROJECT FEEDBACK - BUSINESS VOLUNTEER

Code ________
Date ________

Please take a few moments to share your thoughts on Project Think/Write by completing this final evaluation form. We are particularly interested in learning about what you think are the strengths of the project, and your suggestions for improvement. Please note that your answers will be kept confidential, all data will be analyzed on a group rather than an individual basis. Thank you for taking the time to complete this information, and for your participation in this project.

1. Please estimate the total number of times you visited the classroom, how long you stayed during a typical visit, and your travel time to and from the school.

   Total Visits = ____________ Average Visit Length = ____________

   Total Travel Time Per Visit = ____________

2. I participated in Project Think/Write because ______________________________

3. In general, the three most valuable aspects of the project for me were:

   1. ______________________________
   2. ______________________________
   3. ______________________________

4. Please comment on what you feel was the major impact for the students of your participation in this project.

5. Please comment on the ways that you and the classroom teacher worked together in the classroom, and provide any suggestions for ways in which this teaming might have been improved.

6. Please give 1-3 examples of the types of activities you did with the students during your visits to the classroom (and indicate which you thought were most effective).

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7. Please comment on the effectiveness of the February 25th publications workshop if you attended.

   a. How did this workshop benefit the students you worked with?

   ____

   ____

   ____

   b. How did this workshop benefit you personally?

   ____

   ____

   ____

8. Did participating in this project affect your understanding of the school system? Yes ___ No ___ If yes, how? ______________________

   ____

   ____

   ____

   ____

   ____

9. Based on your experience in the schools this year, what observations do you have to offer about the ways in which students are prepared for future work roles.

   ____

   ____

   ____

   ____

10. Did participating in this project affect your own job performance or satisfaction? Yes ___ No ___ If yes, how? ______________________

    ____

    ____

    ____

    ____

11. Please briefly summarize the strengths of the project and provide any suggestions you might have for improving the project.

    ____

    ____

    ____

    ____

12. Given the opportunity, would you participate in this project again? Yes ___ No ___ Why or why not? ______________________

    ____

    ____

    ____

    ____

13. What did this survey not ask that you would like to tell us?

    ____

    ____

    ____

    ____

Thank you for your time and thoughts.

#7B

SAN FRANCISCO SCHOOL VOLUNTEERS
PROJECT THINK/WRITE
1988-1989 PROJECT YEAR
PROJECT FEEDBACK - CLASSROOM TEACHERS

Code _______
Date _______

Please take a few moments to share your thoughts on Project Think/Write by completing this final evaluation form. Your feedback will help us assess the extent to which project goals have been met, and will be used to fine tune the program. Thank you for your assistance.

1. Please indicate the degree of impact Project Think/Write has had on your students' general attitudes and skills in the following areas:

	No Impact		Some Impact		Great Impact		Don't Know
a. students' valuing of writing	1	2	3	4	5	6	0
b. students' enjoyment of writing	1	2	3	4	5	6	0
c. students' confidence in writing	1	2	3	4	5	6	0
d. students' overall fluency or productivity	1	2	3	4	5	6	0
e. students' use of language to learn	1	2	3	4	5	6	0

2. At the present time, how would you rate yourself in each of the following areas:

	Not Much		Some		A Lot	
a. your confidence in teaching writing	1	2	3	4	5	6
b. your skill in teaching writing	1	2	3	4	5	6
c. your enjoyment in teaching writing	1	2	3	4	5	6
d. your proficiency as a writer	1	2	3	4	5	6
e. your enjoyment of writing	1	2	3	4	5	6

3. At the present time, how do you rate your skill in the following areas:

	Not Skilled		Some Skill		Very Skilled	
a. giving constructive feedback to students	1	2	3	4	5	6
b. using writing tasks to enhance learning	1	2	3	4	5	6
c. diagnosing student writing problems	1	2	3	4	5	6
d. evaluating student writing	1	2	3	4	5	6
e. designing student writing	1	2	3	4	5	6
f. motivating students to write	1	2	3	4	5	6
g. helping students organize their writing	1	2	3	4	5	6
h. convincing students to revise & edit writing	1	2	3	4	5	6
i. managing a volunteer	1	2	3	4	5	6
j. working with another professional in the classroom	1	2	3	4	5	6

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4. Please indicate the frequency with which you use any of the following writing activities with students:

		Don't Use		Some Use		Use Frequently	
a.	Journal	1	2	3	4	5	6
b.	Poetry	1	2	3	4	5	6
c.	Point-of-View	1	2	3	4	5	6
d.	Narrative	1	2	3	4	5	6
e.	Evaluative	1	2	3	4	5	6
f.	Reporting	1	2	3	4	5	6
g.	Creative Prose	1	2	3	4	5	6
h.	Dramatization	1	2	3	4	5	6
i.	Reading Aloud Individual Writings	1	2	3	4	5	6
j.	Critical Thinking Activities	1	2	3	4	5	6
k.	Other ______________________	1	2	3	4	5	6

5. Please indicate the frequency with which you do any of the following activities:

		Never		Some		Frequently	
a.	discussions with fellow teachers about writing	1	2	3	4	5	6
b.	collaborative activities with other teachers	1	2	3	4	5	6
c.	taking a leadership role in the planning of school site or district writing programs	1	2	3	4	5	6
d.	giving in-service or professional presentations	1	2	3	4	5	6

6. Below is a list of techniques and strategies for teaching writing. Please indicate how much you currently use these approaches.

		Don't Use		Some Use		Use Frequently	
a.	students "publishing" their writing	1	2	3	4	5	6
b.	writing along with students	1	2	3	4	5	6
c.	relating grammar to writing						
d.	prewriting activities	1	2	3	4	5	6
e.	peer response groups	1	2	3	4	5	6
f.	teacher-student writing conference	1	2	3	4	5	6
g.	students writing for various audiences	1	2	3	4	5	6
h.	students writing in various forms	1	2	3	4	5	6
i.	Other ______________________	1	2	3	4	5	6

7. Please list the last 3-5 writing assignments you gave in class:

8. Please comment on the effectiveness of the February 25th publications workshop if you attended.

   a. How did this workshop benefit your students?

   b. How did this workshop benefit you personally?

9. Reflecting back over the year, please give an overall rating of the usefulness of the project in assisting you to become a better teacher of writing.

No Use		Some Use		Great Use	
1	2	3	4	5	6

10. Would you recommend Project Think/Write to other teachers? Yes ___ No ___
    Why or why not?

11. In general, the three most valuable aspects of the project for me were:

    1.
    2.
    3.

12. In general, the three most valuable aspects of the project for my students were:

    1.
    2.
    3.

13. Please comment on the ways that you and your business volunteer worked together in the classroom. Please provide an example of how this teaming worked successfully and suggestions for ways in which it might have been improved.

14. Please briefly describe any new information you or your students gained about the skills required in the current and future jobs students will be pursuing upon graduation.

15. Please briefly summarize the strengths of the project and provide any suggestions you might have for improving the project.

16. What did this survey not ask that you would like to tell us?

Thank you for your time and thoughts.

#8

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION
Columbia 29201

April 13, 1988

Dear:

As an active member in the Business/Education Partnership Program, your opinion is being sought as a part of a statewide evaluation process. The South Carolina Department of Education, through its Division of Public Accountability, is conducting this study to learn how well your current partnership is working and to seek ways to improve the program.

The partnership program, an integral part of the Education Improvement Act (EIA). is being reviewed as a part of the required annual assessment of the impact of the Act. The results of this questionnaire will form the basis for the report on this program provided to the General Assembly in December 1988.

Please complete the enclosed questionnaire and return it in the self-addressed, postage-paid envelope by April 27, 1988. The responses will be kept confidential and will help in planning the direction of this program in the future.

If you have any questions regarding the questionnaire, please contact me or (other name) (phone number).

Thank you for assisting with the evaluation of this program.

Sincerely,

Name of Deputy Superintendent
Division of Public Accountability

Enclosures

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Business/Education Partnership Survey 1988
South Carolina Department of Education
Division of Public Accountability

The following survey asks about your company and the Business/Education Partnership in which it is involved. Business/Education Partnerships are agreements between schools and the business/industry/community resulting in such activities as: adopt-a-school, executive on loan, tutoring, in-industry G.E.D. programs, career fairs, intern programs, and programs for potential school dropouts. Please answer the following questions as they pertain to your partnership.

1. Are you presently involved in a partnership with a school or district?
   ___yes ___no (If no, please return the survey without completing the remaining questions.)

2. Length of time in the partnership? _____.

3. Number of your employees involved in the partnership? _____
   Percent of your workforce? _____%

4. On what basis do your employees participate in the program? (check one)
   ___ assigned to work with the program
   ___ volunteer to work with the program
   ___ a combination (some assigned, some volunteer)

5. Do you provide release time for the employees who participate in the program?
   ___yes ___no ___other, explain:_______________________________________

6. How did your business become involved in the partnership? (check all that apply)
   ___ Recruited by business(es) already involved
   ___ Asked by the school district
   ___ Asked by a particular school
   ___ Heard of the program and volunteered
   ___ Other (specify) _______________________________________

	Very Satisfied	Moderately Satisfied	Satisfied	Dis-satisfied	Very dis-satisfied	Not Applicable	Don't Know
7. In operating your partnership, how satisfied are you with the help from the:							
(a) school principal							
(b) school partnership coordinator	( )	( )	( )	( )	( )	( )	( )
(c) School Improvement Council	( )	( )	( )	( )	( )	( )	( )
(d) school superintendent	( )	( )	( )	( )	( )	( )	( )
8. In implementing your partnership program, how satisfied were you with the:							
(a) schools	( )	( )	( )	( )	( )	( )	( )
(b) school district	( )	( )	( )	( )	( )	( )	( )
9. How satisfied are you with communications between your business and the school concerning							
(a) discussing needed improvements	( )	( )	( )	( )	( )	( )	( )
(b) determining specific needs of the school	( )	( )	( )	( )	( )	( )	( )
(c) setting of program objectives	( )	( )	( )	( )	( )	( )	( )
(d) evaluating the partnership	( )	( )	( )	( )	( )	( )	( )

	Very Satisfied	Moderately Satisfied	Satisfied	Dis-satisfied	Very dis-satisfied	Not Applicable	Don't Know
10. How satisfied are you with:							
(a) the benefit the school has received in return for your company's investment (time, money, effort)	( )	( )	( )	( )	( )	( )	( )
(b) the benefit your company has received in return for the investment (time, money, effort) made	( )	( )	( )	( )	( )	( )	( )

11. Have you actively recruited new businesses to participate in the partnership program?
___ yes ___ no

12. Does your company plan to continue its participation in the partnership program?
___ yes ___ no ___ not sure

13. There are many types of support which business partners provide to schools. Of the following types of support, indicate with an (x) those which:

	You currently provide	Businesses could provide	You would provide if asked
(a) Tutors for course work	( )	( )	( )
(b) Materials used in instruction	( )	( )	( )
(c) Speakers	( )	( )	( )
(d) Training programs for administrators	( )	( )	( )
(e) Programs for potential dropouts	( )	( )	( )
(f) Office equipment	( )	( )	( )
(g) Field trips	( )	( )	( )
(h) Teacher/employee exchange	( )	( )	( )
(i) Cooperative work study programs	( )	( )	( )
(j) Landscaping	( )	( )	( )
(k) Local education foundation	( )	( )	( )
(l) Funds for specific instructional needs	( )	( )	( )
(m) Funds for specific building needs/ special projects	( )	( )	( )
(n) Other, specify ____________________	( )	( )	( )

14. Do you have any suggestions about how schools/districts could recruit more businesses into their partnership program?

____

____

____

15. Please indicate any additional comments or recommendations regarding your company's involvement in the partnership program.

____

____

____

PLEASE RETURN IN THE ENCLOSED POSTAGE-PAID ENVELOPE
By April 22, 1988

If you have any questions, contact:

Assessment Unit Coordinator
Division of Public Accountability
State Department of Education
503 Rutledge Building
Columbia, South Carolina 29201

#9A

PARTICIPANT EVALUATION
CRAY ACADEMY FOR MATH, SCIENCE AND TECHNOLOGY EDUCATION
July 31 to August 4, 1989

DEAR ACADEMY PARTICIPANT: Please take a few moments to consider the week-long Academy in which you have participated. For purposes of planning next year's Academy, we are interested in the quality and usefulness of the keynote and workshop sessions, as well as in your plans for subsequent classroom implementation. Please read each question and check ( ) or write in the response which best describes your feelings. Return as directed by workshop staff. Thanks!

1. Please rate the OVERALL quality of the Cray Academy (check one)
   ___ Excellent (5)
   ___ Good (4)
   ___ Adequate (3)
   ___ Fair (2)
   ___ Poor (1)

Please rate each of the following aspects of the Cray Academy by circling the number on the 9-point rating scale that best describes your thoughts. Circle one for each item. Scale points are described below.

2. **Objectives of the Academy**

9 8 7	6 5 4	3 2 1
clearly stated	generally clear	not apparent

3. **Instruction Activities**

9 8 7	6 5 4	3 2 1
very appropriate	most o.k.; a few inappropriate	not appropriate

4. **Learning Outcomes**

9 8 7	6 5 4	3 2 1
I learned a great deal	I learned a few new things	I learned nothing new

5. **Quality of Instruction**

9 8 7	6 5 4	3 2 1
very high quality	generally o.k.; a few problems	very poor quality

6. **Usefulness of Information**

9 8 7	6 5 4	3 2 1
will be very useful in my teaching	some things useful	will not be useful in my teaching

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How much inservice training have you had in each of these areas in the last school year? (Check one for each item.)

7. Math:	8. Science:	9. Technology/Tech Ed:
___ 5-6 days	___ 5-6 days	___ 4-6 days
___ 3-4 days	___ 3-4 days	___ 3-4 days
___ 1-2 days	___ 1-2 days	___ 1-2 days
___ A half day	___ A half day	___ A half day
___ None	___ None	___ None

10. What is your current position? (Check one)
___ Regular full time teacher
___ Administrator
___ Part time or substitute teacher
___ Other (please specify)

11. At what level do you teach? (Check one)
___ Pre-school or Kindergarten
___ Elementary (1-3)
___ Elementary (4-6)
___ Middle/Junior High (5-8, 6-9)
___ Senior High (9-12, or 10-12)

12. IF YOU TEACH MIDDLE/JUNIOR HIGH OR SENIOR HIGH, what is your primary teaching assignment? (Check one)
___ Mathematics
___ Science
___ Technology Education
___ Other (please specify)

13. What is the principal reason you participated in the Cray Academy (Check one)
___ Heard about it from other teachers
___ Wanted to acquire new knowledge
___ Free academic credit offered
___ Wanted to acquire new teaching strategies
___ Wanted to meet other teachers
___ Needed to comply with administrative request
___ Other (please specify)

14. Did the Monday morning keynote speakers give you a different perspective on educational issues? (Comments?)

15. Was a business person seated at your table? ____ Did the discussions after the keynote speakers provide you with new insight on educational issues which relate to employment?

16. Were the tours (check all appropriate answers)
___ interesting
___ informative
___ relevant
___ other? (please specify)

17. If this Academy were to be offered again, what changes in content or format would you recommend?

18. What specific speakers, topics or content should be presented in another Academy?

19. Please use this space or the reverse side for comments, recommendations or observations.

CRAY ACADEMY - 1989
WORKSHOP EVALUATION

Name of Presenter ______________________________ **Workshop** ____________________

Please indicate your degree of agreement or disagreement with each of the following statements about the MATH, SCIENCE or TECHNOLOGY WORKSHOP you attended Monday, Tuesday, Wednesday, Thursday, Friday. (Please circle days of workshop).

Circle the number on the 5-point rating scale of 5 - Strongly Agree; 4 - Agree; 3 - Uncertain; 2 - Disagree; and 1 - Strongly Disagree.

The Workshop:	SA	A	U	D	SD
1. Increased my knowledge of new concepts/ information in my discipline.	5	4	3	2	1
2. Provided me with practical teaching strategies	5	4	3	2	1
3. Provided me with useful instructional materials	5	4	3	2	1
4. Will allow me to apply what I learned					
5. Increased my interest in this subject/discipline	5	4	3	2	1
6. Increased my confidence in teaching this subject/ discipline	5	4	3	2	1
7. Allowed me to exchange ideas with colleagues	5	4	3	2	1
8. Actively involved me in learning	5	4	3	2	1
9. Demonstrated relationships between math, science and technology	5	4	3	2	1
10. Provided ideas for problem solving, hands-on, interactive or cooperative group learning	5	4	3	2	1

Please use this space or the reverse side for comments, recommendations or general observations.

DISCUSSION GUIDE FORM

Date: July 24, 1989
Cray Academy - Week 1

These questions are meant to be a guide for your discussion. Please feel free to talk about any other issues that are relevant. Please record responses to the discussion questions on this sheet and leave it on the table when you go for lunch. Use the backside if needed.

1. What do you think the goals and objectives of the Gray Academy are:

2. How does the information presented in the speeches relate to your school/class/students?

3. Why does the Cray Academy emphasize mathematics, science and technology education?

4. How do the program offerings of the Cray Academy relate to education for employment?

5. How can science, math, and technology be integrated in education as they are in the world of work?

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6. Why does business consider teacher inservice to be more important than equipment purchases, curriculum, or student activities in changing mathematics, science, and technology education?

7. If you attended the Cray Academy last year, were you able to make any changes in your curriculum?

8. What do you hope to accomplish after this year's Cray Academy? Will these be lasting changes?

9. How can you share what you learn with other teachers in your school district?

10. How can business and industry be of help?

#10A

TRIANGLE COALITION FOR SCIENCE AND TECHNOLOGY EDUCATION
MidSouth Regional Conference on Local Alliance Building for Science and Technology Education Evaluation
San Antonio, Texas (November 17-18, 1987)

I represented:

___ business and industry
___ science/engineering society
___ other ______________________________
___ college/university
___ education association
___ (K-12) education
___ existing alliance

I. Overall

A. This conference provided essential information on how to form and operate a local alliance.
agree___: ___: ___: ___: ___: disagree

B. The principles of how to form, operate, and sustain alliances were clearly articulated.
agree___: ___: ___: ___: ___: disagree

C. Important contacts were made for building a local alliance.
agree___: ___: ___: ___: ___: disagree

D. I am motivated to assume a more active role in forming or assisting alliances.
agree___: ___: ___: ___: ___: disagree

E. I better understand how different groups can collaborate and retain their respective identities.
agree___: ___: ___: ___: ___: disagree

F. What kinds of individuals and organizations were not represented at this conference that should have been present?

____
____
____
____

G. What ideas or conference sessions were missing or underemphasized?

____
____
____
____

II. Sessions

A. The "Panel Discussion" provided a valuable introduction to the variety, purposes, activities, and problems of alliances.
agree___: ___: ___: ___: ___: disagree

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B. The "Concurrent Workshop" provided valuable information on:

1. Assessing the needs of partners.
agree___: ___: ___: ___: ___: disagree

2. Planning and implementing programs and projects.
agree___: ___: ___: ___: ___: disagree

3. Acquiring financial and in-kind support.
agree___: ___: ___: ___: ___: disagree

4. Designing public awareness efforts.
agree___: ___: ___: ___: ___: disagree

5. Structuring an alliance.
agree___: ___: ___: ___: ___: disagree

C. The "Concurrent Workshop" leader (circle one: names of leaders) was responsive to my needs.
agree___: ___: ___: ___: ___: disagree

D. The "Leadership Development" session provided concrete examples of activities for working with diverse groups.
agree___: ___: ___: ___: ___: disagree

E. The "Break-out Group" session provided a forum to initiate or expand alliance activity in my state.
agree___: ___: ___: ___: ___: disagree

F. The "Break-out Group" discussion leader (circle one: names of leaders) was responsive to my needs.
agree___: ___: ___: ___: ___: disagree

G. The "Final Briefing" provided a valuable summary of the conference, and Triangle resources available for organizing alliances in my state and local area.
agree___: ___: ___: ___: ___: disagree

III. Additional Comments and Recommendations:

#10B

TRIANGLE COALITION FOR SCIENCE AND TECHNOLOGY EDUCATION
REGIONAL ALLIANCE BUILDING POST CONFERENCE SURVEY

1. With information/contacts gathered at a Regional Local Alliance Building Meeting sponsored by the Triangle Coalition:

   ___ I helped to organize a new local alliance. The alliance name, address, telephone, and contact is:

   ______________________________ ______________________________
   ____
   ____
   ____

   ___ I am in the process of organizing a steering committee or other informal group to discuss the idea of an alliance.

   ___ I expect to organize or join a local alliance sometime in the near future.

   ___ I or my organization have joined an existing local alliance. The alliance name, address, telephone, and contact is:

   ____
   ____
   ____
   ____

   ___ My alliance initiated a new program or modified an existing program aimed at science, mathematics, and/or technology education.

   ___ My alliance recruited one or more new partners.

   ___ My alliance gained a new operating perspective.

   ___ I am interested in attending a follow-up local alliance conference.

   ___ I am interested in receiving more materials on forming local alliances.

2. Other ways the regional conference was helpful:

   ____
   ____
   ____
   ____
   ____
   ____

This form was completed by:
Name ______________________________
Organization ______________________________
Address ______________________________
____
Telephone ______________________________

Please return this form by (date) to: Name of Director

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#11A

CBIA EDUCATION FOUNDATION
CONNECTICUT BUSINESS WEEK '89

Student Program Evaluation
(to be completed by students)

Complete each item below. Circle the letters that best describe your opinion.

SA - Strongly Agree
A - Agree
N - No Opinion
D - Disagree
SD - Strongly Disagree

A. Program. Please rate the Business Week Program in the following areas:

1.	Business Week increased my understanding of the business world.	SA	A	N	D	SD
2.	The Business Week speakers were knowledgeable and stimulating.	SA	A	N	D	SD
3.	The computer management-simulation game increased my understanding of business.	SA	A	N	D	SD
4.	I enjoyed reading The Wall Street Journal.	SA	A	N	D	SD
5.	The company tour was interesting and informative.	SA	A	N	D	SD

6. Please indicate your reactions to the marketing competition. It was: ______________________________

7. Please indicate your reactions to Business Bowl.

8. The topic I found most interesting

was: ______________________________

because: ______________________________

9. I would recommend the following new topics for future programs:

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10. I would not include the following topics in future programs:

11. The following campus facilities/services were adequate:

Food	SA A N D SD
Classrooms	SA A N D SD
Dorms	SA A N D SD
Athletic Facilities	SA A N D SD

12. What were your expectations of Business Week before you came to the program?

B. Advisor:

Advisor's Name: ______________________________

Please rate your company advisor in the following areas:

1. Helped company members understand topics covered in presentations.	SA A N D SD
2. Took over the computer game and did not allow us to make our own decisions.	SA A N D SD
3. Allowed company members to participate and express their opinions freely.	SA A N D SD

4. Suggestions for your company advisor:

C. Speakers:

1. I would invite back the following speakers: ______________________________

Why? ______________________________

2. I would not invite back the following speakers: ______________________________

Why? ______________________________

CBIA EDUCATION FOUNDATION
CONNECTICUT BUSINESS WEEK ALUMNI NETWORK

NAME: ______________________________

ADDRESS: ______________________________

____
City State Zip+4

HOME PHONE: ______________ WORK PHONE: ______________

PLEASE COMPLETE THE FOLLOWING:

1. I attended Connecticut Business Week in ________.
year

2. I will___ will not ___ graduate this year.

3. If you are attending college, please note your new address below:

Name of College: ______________________________

College Address: ______________________________
City State Zip+4

Phone: ______________

College Major: ______________________________

4. If you are not attending college, what are your plans?

____

____

____

5. If you will be employed after high school, please note who your employer will be:

Name of Company: ______________________________

Company Address: ______________________________
City State Zip+4

Work Phone: ______________

Start Date: ______________

6. Now that you've had time to evaluate your Business Week experience, we'd like to know if you found it valuable.

____

____

____

____

7. How has your experience at Business Week impacted your career or educational decisions?

____

____

____

____

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#12

SOUTH FLORIDA ALLIANCE FOR SCIENCE
P.O. Box 7027 - Hollywood, Florida 33081

EVALUATION REPORT

Please fill in the appropriate blanks and return this form to the Alliance Office in the supplied envelope. Thank you.

1. NAME OF SCHOOL: ______________________ CODE: ________
2. TEACHER REQUESTING VOLUNTEER: ______________________
3. NAME OF VOLUNTEER: ______________________ DATE: ________
4. SUBJECT MATTER: ______________________
5. GRADE LEVEL: ______________ NUMBER OF STUDENTS: ________

   GRADE LEVEL: ______________ NUMBER OF STUDENTS: ________

   GRADE LEVEL: ______________ NUMBER OF STUDENTS: ________
6. TOTAL VOLUNTEER TIME AT SCHOOL: ________ HRS. ________ MIN.
7. SCHOOL RESOURCES OR MATERIAL USED: ______________________
8. YOUR EVALUATION OF PROGRAM PRESENTED: ______________________
9. YOUR EVALUATION OF PRESENTER: ______________________
10. WAS TEST GIVEN ON MATERIAL: ______________ DATE: ________
11. RESULTS OF TEST: ______________________
12. COMMENTS: ______________________
13. EVALUATOR: ______________ POSITION: ______________
14. DATE: ____ / ____ / ____ SIGNATURE: ______________

AF/EVAL-02/89 (blue)

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#14

VIEWPOINT, INC.
A diversified marketing services company

PROCTOR'S GUIDE FOR AIDED VERSION -- CHILDREN

We are market researchers. We ask people how they feel about certain things. Sometimes we go to shopping centers and ask your parents how much they like hot dogs, or hamburgers, or chocolate chip cookies.

Sometimes we go directly to your houses and ask questions about new products stores would like to sell. Sometimes we call on the telephone and ask questions.

No matter how we do it, we always want to find out what people like or do not like about something.

Today, we are asking you what you like and do not like about school and school homework.

Please do not look at the pictures or pieces of paper until I ask you to do so. Please do not pick up your pencil until I ask you to do so.

We want you to tell us exactly how you feel about school and school homework. Your teachers will not ever see your answers. Your parents will not ever see your answers. So please tell us exactly how you feel.

You should each have a pencil in front of you. If you do not have a pencil in front of you, please raise your hand and one of us will give you a pencil.

Please do not write on anything until I ask you to do so.

Please never try to erase or change your answers once you have written an answer down.

Everybody in this section should have a booklet that looks like this in front of them. If you do not have a booklet that looks like this in front of you, please raise your hand so that one of us can give you a booklet.

Everybody in this section should have a picture that looks like this in front of them. If you do not have a picture that looks like this, please raise your hand so that one of us can give you a picture.

I'd like everybody to please look up here at me. I'm going to ask you a question, then I am going to ask you to pick up your pencil and write your answer down. Each time you finish marking your answer, I want you to put your pencil down and then look up here at me. Please do not try to answer the questions before I tell you to do so.

If you do not understand something, or you are unsure about what to do, please raise your hand and one of us will come over to you to assist you.

Please do not talk out loud. Please do not look at one another's answers. There is not a right or wrong answer. Each person is supposed to tell us how he or she feels.

This will only take a few minutes, then you will be able to return to your classes.

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NOW, EVERYONE PLEASE LOOK AT YOUR PICTURE THAT LOOKS LIKE THIS. KEEP IT IN FRONT OF YOU WHILE YOU ANSWER THE QUESTIONS. DO NOT LOOK AT ANYBODY ELSE'S PICTURES. JUST LOOK AT YOUR OWN.

QUESTION #1

Please put a big "X" through the stop sign that has the number that matches the grade you are in this year.

QUESTION #2

You should have a picture of a happy face and a frowning face by Question =2. There are five boxes in between the two faces.

Here is the second question. How much do you like school?

QUESTION #3

Now, pick up your pencils and mark an "X" in the ONE BOX that shows the number that is closest to the amount of time you usually spend studying or doing school homework each school night.

WE HAVE THE SMILING FACE AND THE FROWNING FACE, SOMETIMES THE SMILING FACE IS ON THE LEFT, SOMETIMES IT IS ON THE RIGHT. YOU WILL HAVE TO LOOK CLOSELY AT EACH QUESTION. IN BETWEEN EACH FACE THERE ARE FIVE BOXES. THIS TIME I AM GOING TO READ YOU A SENTENCE. IF YOU FEEL THAT WHAT I SAY IS ABSOLUTELY TRUE, THEN YOU WOULD PUT AN "X" IN THE ONE BOX THAT IS CLOSEST TO THE SMILING FACE. IF YOU THINK THAT WHAT I SAY IS MOSTLY TRUE, BUT NOT ALWAYS, THEN YOU WOULD PUT AN "X" IN THE 2ND BOX FROM THE SMILING FACE. IF YOU THINK THAT WHAT I SAY IS SOMETIMES TRUE AND SOMETIMES FALSE, THEN YOU WOULD PUT AN "X' IN THE MIDDLE BOX.

IF YOU THINK THAT WHAT I SAY IS NOT EVER TRUE THEN YOU WOULD PUT AN "X" IN THE ONE BOX THAT IS CLOSEST TO THE FROWNING FACE. IF YOU THINK THAT WHAT I SAY IS MOSTLY NOT TRUE, BUT SOMETIMES TRUE, THEN YOU WOULD PUT AN "X" IN THE 2ND BOX FROM THE FROWNING FACE.

QUESTION #4

Here is the sentence. To be successful, I must know how to read and write.

QUESTION #5

Here is the sentence. To be successful, I must be able to speak well.

QUESTION #6

Here is the sentence. To be successful, I must be able to count and understand how to divide, multiply, and add and subtract numbers.

QUESTION #7

Here is the sentence. I often take my books home to study.

QUESTIONS #8

Here is the sentence. When I study, I like to stop and ask myself questions about what I read.

QUESTION #9

Here is the sentence. How well I do in school is important to me.

QUESTION #10

Here is the sentence. When I study, I daydream a lot.

AIDED VERSION ONLY

QUESTION #11

Here is the question. Before today, have you ever seen or heard of a thing called the POWER HOUR?

QUESTION #12

Here is the sentence. The POWER HOUR PROGRAM is a neat idea.

QUESTION #13

Here is the sentence. The POWER HOUR PROGRAM shows that to be successful, I need to be educated.

QUESTION #14

Here is the sentence. The POWER HOUR PROGRAM shows me that school homework is something everybody in my family should care about.

QUESTION #15

Here is the sentence. The POWER HOUR PROGRAM shows me that studying is very important to my future.

QUESTION #16

Here is the sentence. The POWER HOUR PROGRAM shows me that studying is the right thing to do.

QUESTION #17

Here is the sentence. The POWER HOUR PROGRAM shows that my parents should make sure I do my school work.

THE LAST PAGE

Now, look at the last page. Please put an "X" in the one circle that shows who you are. If you are a boy, then put an "X" in the circle with the word "BOY" inside of it; if you are a girl, then put an "X" in the circle with the word "GIRL" inside it.

Please print your name on the line that says, "MY NAME IS:"

Now, please print your home address on the line that says: "I LIVE AT:"

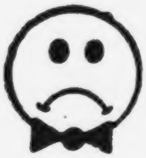
Now, if you have a telephone at home, please print your telephone number on the line that says, "MY TELEPHONE IS:"

Now, please print the name of your school on the line that says, "THE NAME OF MY SCHOOL IS:"

ViewPoint, Inc.
a diversified marketing services company

# 1------> 4 5 6 7 8

#2------>



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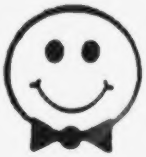

#3------>

15 MINUTES	1 HOUR	2 AND 1/2 HOURS
30 MINUTES	1 AND 1/2 HOURS	3 HOURS
45 MINUTES	2 HOURS	MORE THAN 3 HOURS

3059 ON PALMER SQUARE. CHICAGO, ILLINOIS 60647. (312) 276-3900

#4-------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#5-------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#6-------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#7-------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#8-------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#9-------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#10------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#11------> ○ NO ○ YES

#12------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#13------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#14------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#15------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

#16------> ☺ ☐ ☐ ☐ ☐ ☐ ☹

#17------> ☹ ☐ ☐ ☐ ☐ ☐ ☺

I AM A ----------> GIRL BOY

MY NAME IS:______________________________

I LIVE AT:______________________________STREET

MY TELEPHONE NUMBER IS:______________________________

THE NAME OF MY SCHOOL IS______________________________

T

#15

THE PORTLAND INVESTMENT
ROUNDTABLE PROGRAM DATA

Time Period 9/07/88 to 1/26/89 due 2/09/89
1/30/89 to 6/14/89 due 6/23/89

PROGRAM ______________________ PROGRAM COORDINATOR ______________________

PORTLAND INVESTMENT PROGRAM

B - BRIDGE
C - CARE
CP - CAREER PATHWAYS
CSYE - COMPREHENSIVE SUMMER YOUTH EMPLOYMENT PROGRAM
FS - FINANCIAL SERVICES
P - PARTNERSHIP
R - REGISTRY
S - STEP
SS - STUDENT SERVICE CENTER
TP - TEEN PARENT PROGRAM
YEI - YOUTH EMPLOYMENT INSTITUTE

SUPPORT SERVICES CODE

CO - COUNSELING
CC - CHILD CARE
CL - CLOTHING
H - HOUSING
T - TRANSPORTATION
S - SUBSTANCE ABUSE

ETHNIC CODE

W - WHITE
B - BLACK
A/P - ASIAN/PACIFIC ISLANDER
I - AMERICAN INDIAN/ESKIMO/ALEUT
H - SPANISH/HISPANIC

NO.	NAME	SOCIAL SECURITY NUMBER	ETHNIC GROUP	GENDER M OR F	BIRTH DATE	LOW INCOME QUALIF.	GRADE IN SCHOOL	SCHOOL ATTENDING	OTHER PROGRAM ATTENDED	GPA Y-T-D	GRADUATION TRACK	DAYS ABSENT	# OF TARDYS	GRAD./ OBTAIN. G.E.D.	COMPL. PROG.	SUPPORT SERVICES NEEDED	SUPP. SERV. NOT AVAIL.	CURRENT EMPLOYER	SUBSIDIZED	RATE OF PAY	LENG. OF EMPL. HR/WK
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					

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#18A

DATE: ____________________

ST. LOUIS PUBLIC SCHOOLS
SCHOOL PARTNERSHIP PROGRAM
SPONSOR EVALUATION

PROGRAM TITLE: ____________________ PROGRAM SPONSOR: ____________________

SCHOOL: ____________________ TEACHER: ____________________

GRADE: ____________________ PRESENTER: ____________________

WORK ADDRESS: ____________________ WORK PHONE: ____________________

CITY/STATE/ZIP: ____________________

PLEASE CORRECT OR ADD TO THE ABOVE INFORMATION AS NECESSARY. PLEASE COMPLETE THE FOLLOWING WITH AS MUCH DETAIL AS POSSIBLE. YOUR INPUT WILL HELP US MAINTAIN THE HIGH QUALITY OF OUR PROGRAM.

1. What were your goals for the Partnership, and to what extent were you able to accomplish these goals?

2. To what extent were teachers and students prepared for your visit? __________

3. What did you think was the best part of the program? __________

4. What did you like least about the program? __________

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5. Do you think this grade level was best suited to the material you covered? Why or why not?

6. Were there any problems with scheduling or transportation? What were they?

7. Would you be interested in seeing the teacher and/or student evaluations? ___

8. Would you be interested in participating in this program again next year? ___

   If no, why not? ___

9. Please list and/or attach materials given to the students during the program:

10. Additional comments: ___

PLEASE RETURN COMPLETED QUESTIONNAIRE TO: Name of Staff Person

#18B

DATE: ____________________

ST. LOUIS PUBLIC SCHOOLS
PARTNERSHIP PROGRAM TEACHER EVALUATION

Program Title: ____

Program Sponsor: ______________________________ Number of Sessions: _____

School: ______________________________ Number of Students: _____

Teacher: ______________________________ Grade: __________

Pairing School: ______________________________ Teacher: __________

Please complete the following with as much detail as possible. If necessary, you may continue your answers on another sheet of paper and attach it to this form.

1. What were your instructional goals for the Partnership and to what extent were these goals reinforced by the material presented in this program? Did the program reinforce your class curriculum?

____

____

____

2. What activities did you do with the students outside of the Partnership sessions?

____

____

____

3. How well do you feel the presenter(s) accomplished his/her objectives?

extremely well well average poorly not at all

Please support this evaluation with specific examples. What are your suggestions for the presenter's improvement?

____

____

____

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4. To what extent did you gain information that will be helpful in future class activities?

very much   much   some   little   not at all

What was this information? ______________________________

____

____

5. Specifically, what did you like most about the program?

____

____

____

6. How might the sessions have been improved? Do you feel that your students had optimum involvement? If not, what activities could you suggest to involve students?

____

____

____

7. How would you rate the program sessions on the following scale?

excellent   good   fairly good   fair   poor

8. How was your bus service? ______________________________

9. Would you like to participate in this program again next year?

Yes   No

10. Please list and attach (when possible) samples of materials given to your students as a result of the program (handouts, pamphlets, project materials):

____

____

____

Please return this form to: Name of Staff Person

Thank you!

#19

BOOK IT!
NATIONAL READING INCENTIVE PROGRAM RESEARCH PROJECT

Teacher: Please complete these questions for as many students as time permits. (We would like to get reports on about 10 students from each teacher.) Then fold, staple and mail (no postage needed).

Teacher's Name: ____________________ School: ______________ City/State: _________________________ Grade(s) Taught: _____________

STUDENTS' NAMES (OPTIONAL) Number of students in your class _____	STUDENT GRADE LEVEL	MONTHS IN BOOK IT! PROGRAM	STUDENT WORKED ALONE	STUDENT WORKED IN GROUPS	# OF BOOKS READ BY STUDENT	# OF BOOKS NORMAL. READ BEFORE BOOK IT	STUDENT'S GRADES IN ALL AREAS SINCE BOOK IT! HAVE			STUDENT'S READING LEVEL SINCE BOOK IT! HAS:			STUDENT'S ATTITUDE TOWARD LEARNING HAS:			STUDENT'S INTERACTION WITH PEERS SINCE BOOK IT! HAS:			PROGRAM'S EFFECT ON STUDENT'S READING ENJOYMENT			PARENT(S)/ GUARDIAN ALSO PARTICIPATED WITH CHILD	PARENT(S)/ GUARDIAN DID NOT PARTICIPATE WITH CHILD
							IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL		

Additional comments: ______________________________
____
____
____

1) What did you think about the length of the program? ___ Too short ___ Just Right ___ Too Long

2) What about the timing (October - March)? ______________________________

3) Would you repeat the program next year? ___ Yes ___ No

Teacher's Signature ______________________________

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#19

BOOK IT!

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							IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL		

Additional comments: ______________________________

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Teacher's Signature ______________________________

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							IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL		

Additional comments: ______________________________

____

____

____

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2) What about the timing (October - March)? ______________________________

3) Would you repeat the program next year? ___ Yes ___ No

Teacher's Signature ______________________________

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							IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL	IMPR	SAME	DECL		

Additional comments: ______________

1) What did you think about the length of the program? ___ Too short ___ Just Right ___ Too Long
2) What about the timing (October - March)? ______________
3) Would you repeat the program next year? ___ Yes ___ No

Teacher's Signature ______________

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#21A

AUTOZONE, INC.

PARTNERSHIPS-IN-EDUCATION - MONTHLY REPORT

Report is due the 15th of each month
(covers 15th - 15th)

PERIOD COVERED FROM: ____________ TO: ____________
DATE DATE

AUTOZONE PARTNERSHIP/
ADOPT-A-SCHOOL
COORDINATOR: ______________________________ ____________________
NAME TELEPHONE #

SCHOOL: ______________________________ ______________ ________
NAME CITY STATE

SCHOOL PARTNERSHIP PROGRAM TITLE: ______________________________
(Ex: Marketing, Auto Parts,
Auto Mechanics, etc.)

NUMBER OF STUDENTS IN THE PROGRAM: ____________

- WHAT HAS HAPPENED SINCE YOUR LAST REPORT (who, what, where, when, why, and how)? Use reverse side if more space is required.

____
____
____
____
____
____

- WHAT IS COMING UP (dates, times, locations)?

____
____
____
____
____
____

- HOW MANY HOURS HAVE YOU/YOUR COMMITTEE AND OTHER AUTOZONE ASSOCIATES INVESTED IN YOUR PARTNERSHIP PROGRAM THIS REPORT PERIOD?

  - TOTAL MANHOURS INVESTED THIS REPORT PERIOD: ____________

- HOW MANY STUDENTS HAVE BEEN INVOLVED IN THE FOLLOWING ACTIVITIES FOR THIS SCHOOL YEAR?

FIELD TRIPS:	_____	FULL-TIME HIRES:	_____	JOB SHADOWING:	_____
INTERNSHIPS:	_____	PART-TIME HIRES:	_____	CAREER SEMINARS:	_____
CO-OP'S:	_____	SEASONAL HIRES:	_____	OTHERS:	_____

Please provide copies of newspaper or magazine articles about your program. Additionally, if possible, please provide black and white glossy photos of any noteworthy events that have taken place in your partnership. The best photos are action shots showing students and/or students and/or school staff involved with AutoZone Associates. Please identify each individual in photos by their name, title and their location in the photo.

Please mail to:
AutoZone, Inc.
Partnerships-In-Education
Box 2198
3030 Poplar Avenue
Memphis, TN 38101
Atten: Max Miller

copy to: District Manager

(Rev. 7/88)

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#21B

AutoZone, Inc.
"Yes I Can" Achievement Awards Program Form

#_______

School: ______________________________ School Year: _________________

	PROGRAM ENROLLMENT	GRADES ONLY	ATTENDANCE ONLY	DOUBLES	COST		
1.							
2.							
3.							
4.							
5.							
1st Semester Jackets #____							
2nd Semester Jackets #____							
Savings Bond(s)							
Cassette Players							
AM/FM Clock Radios							
TV-AM/FM Radio(s)							
Other							
				TOTAL COST =	_____		

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#21C

. = CALLED
.. = LEFT MSG.
X = RECVD.REPT.

AUTOZONE, INC.
PARTNERSHIPS IN EDUCATION
SUMMARY REPORT
PROGRESS FOR SCHOOL YEAR _____

PARTNERSHIP	A/Z COORDINATOR	SCH/DIST COORDINATOR	GRD. PER CYC.	SEPT		OCT		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUNE		COMMENTS
				RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	
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AUTOZONE, INC.
PARTNERSHIPS IN EDUCATION
SUMMARY REPORT
PROGRESS FOR SCHOOL YEAR _____

PARTNERSHIP	A/Z COORDINATOR	SCH/DIST COORDINATOR	GRD. PER CYC.	SEPT		OCT		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUNE		COMMENTS
				RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	
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PARTNERSHIPS IN EDUCATION
SUMMARY REPORT
PROGRESS FOR SCHOOL YEAR _____

PARTNERSHIP	A/Z COORDINATOR	SCH/DIST COORDINATOR	GRD. PER CYC.	SEPT		OCT		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUNE		COMMENTS
				RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	
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#21C

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AUTOZONE, INC.
PARTNERSHIPS IN EDUCATION
SUMMARY REPORT
PROGRESS FOR SCHOOL YEAR ______

PARTNERSHIP	A/Z COORDINATOR	SCH/DIST COORDINATOR	GRD. PER CYC.	SEPT		OCT		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUNE		COMMENTS
				RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	RPT	AO	
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#23

MANAGING EXCELLENCE IN EDUCATION
TEACHER QUESTIONNAIRE

DIRECTIONS: PLEASE COMPLETE THIS QUESTIONNAIRE BY FILLING IN THE BLANKS, OR BY CHECKING, AS INDICATED. THANK YOU FOR YOUR COLLABORATION.

TODAY'S DATE: ____________________

NAME ___________________________________ SCHOOL NAME _________________________

SCHOOL ADDRESS ____

SCHOOL PHONE (   ) _______________ DISTRICT NAME _______________________

How long have you been a teacher? Years _______ Months _______
Are you tenured? ___ Yes ___ No
How long have you been a teacher in this school? ___________

Were you a teacher before in another career? ___ Yes ___ No If yes, what did you do? ____

In what grade level/area do you teach now? ( ) PreK-K ( ) 1-3 ( ) 4-6
( ) 6-8 ( ) 7-9 ( ) 9-12 ( ) 10-12 ( ) Special Education ( ) Ungraded
( ) Vocational ( ) Alternative Education ( ) Other ____________________
( ) Subject Area _________________________

1. What Are Your School's Goals? (rank THREE in priority order)

___ Improve student achievement
___ Reduce dropout rate
___ Improve methods for earlier identification of at-risk children
___ Improve student attendance
___ Improve staff development availability/delivery system
___ Improve instruction
___ Curriculum redesign
___ School structure reorganization
___ New instructional deliveries (student grouping, teacher teaming, flexible teaching or learning time, etc.)
___ Increase number of students going on to post-secondary education/training/college prep.
___ Increase parent involvement
___ Reduce substance abuse
___ Improve student and staff health/physical fitness
___ Increase staff involvement in school policy and decision making
___ Increase student involvement in school governance
___ Improve school climate (school safety, staff morale, student behavior and attitude, etc.)
___ Improve school site budget management
___ Improve school linkage and articulation between school levels
___ Improve community relations/public perception of school
___ Improve internal and external communications at school site

PLEASE ANSWER THE REST OF THIS SURVEY USING THE RATING SCALES PROVIDED.

2. What Knowledge Do You Think the Following Groups Have of Your School's Goals?

Percent of Group Who Know School Goals

GROUP	25%	50%	75%	100%
a. Teachers	___	___	___	___
b. Parents	___	___	___	___
c. Principal	___	___	___	___
d. Students	___	___	___	___
e. Other school staff	___	___	___	___
f. Other administrators	___	___	___	___

(OVER)

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TEACHER QUESTIONNAIRE

RATE THE FOLLOWING:

	Seldom	Occasionally	Regularly	All the Time
3. Cooperative efforts and shared decision making exist between teachers and principal at my school (check):	___	___	___	___
4. Cooperative efforts and shared decision making between parents and principal at my school take place (check):	___	___	___	___
5. Cooperative efforts and shared decision making between teachers and parents at my school take place (check):	___	___	___	___
6. How often are staff development workshops offered?				
a. at the DISTRICT level?	___	___	___	___
b. at the SCHOOL level?	___	___	___	___
7. Teachers expect high quality work at all times:	___	___	___	___
8. Homework is expected from every student:	___	___	___	___

	Not Very Useful	Somewhat Useful	Useful	Very Useful
9. How would you rate the value of				
a. DISTRICT level workshops?	___	___	___	___
b. SCHOOL level workshops?	___	___	___	___

	None	Some	A Great Deal	Complete
10. How much autonomy do you have regarding decision making in the areas of:				
a. staff assignments	___	___	___	___
b. allocation of resources	___	___	___	___
c. school-based budgeting	___	___	___	___
d. choosing texts/materials/ equipment	___	___	___	___
e. choosing curriculum	___	___	___	___
f. instructional management/ methodology	___	___	___	___
g. supervision of student teachers/aides	___	___	___	___
h. setting school goals and objectives	___	___	___	___
i. community involvement	___	___	___	___
j. class size	___	___	___	___
k. pupil assignment	___	___	___	___
l. school/class organization	___	___	___	___
m. use of school site	___	___	___	___
n. duties/roles of faculty (or staff)	___	___	___	___
o. facilities use (after hours)	___	___	___	___
p. discipline procedures	___	___	___	___

TEACHER QUESTIONNAIRE

	0-1	2-3	4-5	6-7	8-9	10 or More
11. How many times does the principal INFORMALLY observe you during the school year?						
12. How many times does the principal FORMALLY observe you during the school year?						
13. How many times a year do you have formalized individual conferences with the principal?						
14. How many times a month (average) have you discussed curriculum, teaching strategies, or classroom management with:						
a. your principal						
b. other administrators in your school						
c. experienced teachers						
d. new teachers						
e. parents						
f. other business and community agencies						
15. How many times a month (average) did you receive the following kinds of support from peers, principal or central district personnel to assist you in professional development:						
a. workshops or training						
b. meeting with or help from mentor teacher						
c. meeting with principal						
d. meeting with other teachers in school						
e. technology training (computers)						
f. direct classroom assistance/ demonstration						
g. meeting with other teachers in district						
i. other ____________________						

16. What kinds of materials/equipment have you received to assist you in your professional development? (check)

___ state curriculum
___ district curriculum guides
___ professional journals
___ catalogues of new materials
___ audiovisual materials
___ computers, hardware
___ computers, software

17. The EXEMPLARY programs in my school are in the areas of (check):

___ instructional strategies
___ safety/security
___ special services
___ community relations/school partnerships
___ linkage/articulation (school levels)
___ college bound
___ attendance
___ health services
___ dropout prevention
___ pregnancy prevention
___ counseling
___ staff development
___ extracurricular activities
___ substance abuse prevention
___ parent involvement
___ alternative education
___ magnet (list area) ________
___ vocational
___ other (list) ______________

18. What are the MAJOR problems facing your school? (rank THREE in priority order)

___ safety/security
___ students "at risk"
___ substance abuse
___ site maintenance
___ faculty teaching (credentials)
___ staffing shortages (circle):
    a. instructional
    b. classified
    c. maintenance
    d. administrative
___ community relations/public "image"
___ staff turnover
___ teacher attendance
___ student attendance
___ materials/equipment shortages
___ class size
___ overcrowded school
___ budget cuts
___ obtaining substitutes
___ adequate physical facilities
___ staff morale
___ student morale
___ lack of parent involvement
___ lack of planning time
___ supervision, extracurricular activities
___ student turnover rate
___ teacher dedication/participation in innovation
___ other _________________________

19. What career goal do you have in five years?

___ classroom teacher
___ school administrator
___ other job in public schools/education
___ other job outside the education field
___ other ______________________________

#24

Community ______________________________ Date ______________________

THE INDIANA PARTNERS IN EDUCATION
PROGRAM PRODUCT EVALUATION
INSTRUMENT

EDUCATION PARTNER ____

BUSINESS/COMMUNITY PARTNER ____________________________________

ACTIVITY (example: presentation, application, tour, demonstration, staff development, internship): ______________________________________

TO THE EVALUATOR:

A. The instrument to evaluate products, resulting from partnership programs, is an instrument that combines the elements of the following other evaluation instruments:
    - observation
    - interview
    - questionnaire

B. Evaluating products of partnership activities should provide you with the following information:

    1. The degree to which the products are related to program objectives. That is, are the products just "show and tell" or are they one indication of student/staff improvement and/or extension and enrichment of curriculum, skills, knowledge, etc. as defined by program objectives?

    2. That the amount AND quality of time spent on the products was appropriate to the activity.

    3. That the products show concrete evidence of participants' assimilation of knowledge, skills, understandings, etc.

    4. That the products indicate evidence and growth in the areas of social, organizing and leadership skills.

C. DOs

    1. Alert volunteers that you wish to be notified of presentations by participants (plays, concerts, sports, events, presentations, etc.).

    2. Ask to see products; arrange for display of products off and on school site (as appropriate).

    3. Send letters of appreciation, complimenting those participants responsible for the product/productions, etc.

    4. Provide avenues of special recognition for particularly outstanding efforts.

    5. Make sure business partner employees and school staff are made aware of the product.

    6. If the product does not meet display or performance standards, and you feel it has potential, support refinement efforts.

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D. DON'Ts

1. Don't ignore what appears to be a small effort/limited product. The product may be the best that the participants can do at this time.
2. Don't be overly critical of a product that does not meet your standards.

****

1. What kind of product was the outcome of the activity? (for example: diary, demonstration, newsletter, program, log, poster, curriculum materials, model, chart, videotape, artwork) ______________________________

PARTICIPANTS:

# LEARNERS (age range)	**# EDUCATION STAFF**	**# BUSINESS/ COMMUNITY**	**# OTHER**
_______	_______	_______	_______

2. What is the objective of the product? ______________________________

____

3. What is the objective of your observation of that product? ______________

____

DESCRIPTION OF PRODUCT:

1. Where was the product implemented? In school ___; out of school ___.
2. Is the product a result of group effort ___ or individual effort ___ or a combination of both ___?
3. Time line for development and completion of this product: ___ hours; ___ days; ___ weeks; ___ months.
4. Who supervised the implementation of this product?
   ___ school staff; ___ business/community staff; ___ both.
5. Was the product a result of: ___ an ongoing partnership activity; ___ a culminating activity?
6. What kind of resources were used to support product implementation:

Human Resources	Affiliation	Number
a. specialized teachers	____________________	_____
b. business	____________________	_____
c. science/technology	____________________	_____
d. arts/media	____________________	_____
e. government	____________________	_____
f. community	____________________	_____
g. other ______________	____________________	_____

	Affiliation	Number
Materials/Site Resources		
a. arts facilities:		
theater		
TV		
movies		
radio stations		
b. libraries		
c. business facilities:		
factories		
offices		
banks		
research		
retail		
hotel/restaurant		
travel/transportation		
e. museums		
f. publishing:		
newspapers		
magazines/newsletters		
printing/mailing		
books		
g. non-profit agencies		
h. professional offices:		
architecture		
medical		
dental		
engineering		
law		
veterinary		
education-(post high school) vocational/technical/4-year college		
i. government agencies		
j. laboratories		
k. hospitals/health care		
l. other - specify		

Financial Resources

What was your funding source ______________________________

Amount of funding received $______________________________

In-Kind Resources

a. equipment ______________________________

b. computer hardware/software ______________________________

c. office space ______________________________

d. preparation/mailing of product ______________________________

e. telephone ______________________________

f. school/art supplies ______________________________

g. other - specify ______________________________

7. To what degree is the product related to the program objectives? That is, is the product an indication of partner and learner involvement, learner improvement, new knowledge, skill development, etc. as defined by program objectives?

____

____

____

____

____

8. Is the amount and quality of time spent on the product appropriate to the objective?

____

____

____

9. What is the concrete evidence of the learner's assimilation of knowledge, skills, and understanding, etc.?

____

____

____

10. How does the product indicate evidence and growth in interpersonal skills, leadership, organizing?

____

____

____

USING A SCALE OF 1 (LOW) TO 5 (HIGH), INDICATE TO WHAT DEGREE THE PRODUCT IMPLEMENTED SHOWED THE APPLICATION OF KNOWLEDGE AND SKILLS LEARNED:

1 2 3 4 5

OBSERVER COMPLETING FORM ______________________ AFFILIATION __________

______________________________________ DATE ______________

Partnerships in Education
journal

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PACIFIC TELESIS FOUNDATION FUNDS BOOK ON MEASURING PARTNERSHIPS

(LARGO, FL) -- A grant from the Pacific Telesis Foundation, headquartered in San Francisco, CA, has helped fund the publication of the nation's first book to examine the measurement, evaluation and impact of school-business partnerships.

This landmark book -- Partnerships in Education: Measuring Their Success, is from the publishers of Partnerships in Education Journal, the nation's original monthly publication that focuses on the various linkages between the private and public sectors and schools, colleges and universities.

Dr. Susan D. Otterbourg, the author of School Partnerships Handbook, 1986, published by Prentice-Hall, Inc. and Journal editor Don Adams are co-editors of the book. Otterbourg is co-coordinator of The National Symposia on Partnerships in Education. Adams is also the editor of Partnerships That Work!, 1989, published by InfoMedia Inc.

The preface to the book has been written by Dr. Dale Mann of Teachers College, Columbia University.

The introductory chapter of the book, entitled "The Partnerships in Education Movement and the Nation's Education Agenda" is written by Dr. Roberta Trachtman, associate professor in the Division of Policy and Education at Fordham University's Graduate School of Education.

The focal point of the book offers readers case studies of 24 exemplary school- and corporate-based partnership programs where measurement and evaluation have been key to the programs' success. A special "Results" section within each case study offers a quick read of the impact and results of the partnership.

(Over)

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An invaluable resource to the reader is an Appendix that features the actual measurement and evaluation surveys used by the partnerships to document the impact of their program.

Partnerships in Education: Measuring Their Success is available for $24.95 plus $3 shipping and handling, payable to InfoMedia Inc., 1132 Gershwin Dr., Largo, FL 34641-1318, 813-536-5454.

-end-

About This Book

Susan D. Otterbourg, Ed.D (Teachers College, Columbia University) is the author of *School Partnerships Handbook*, 1986, published by Prentice-Hall, Inc. Dr. Otterbourg is a national expert in the field of partnerships in education and is co-coordinator of The National Symposia on Partnerships in Education held in Washington, D.C. annually.

Don Adams, M.A. (University of Denver) is the editor of *Partnerships That Work!*, 1989, published by InfoMedia Inc. The book examines 22 exemplary school- and corporate -based partnership programs from across the country. Adams is editor of *Partnerships in Education Journal*, the nation's first monthly publication on partnerships in education. Additionally, Adams is managing editor of *Business-Education Report*, the monthly publication for businesses involved in education.

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